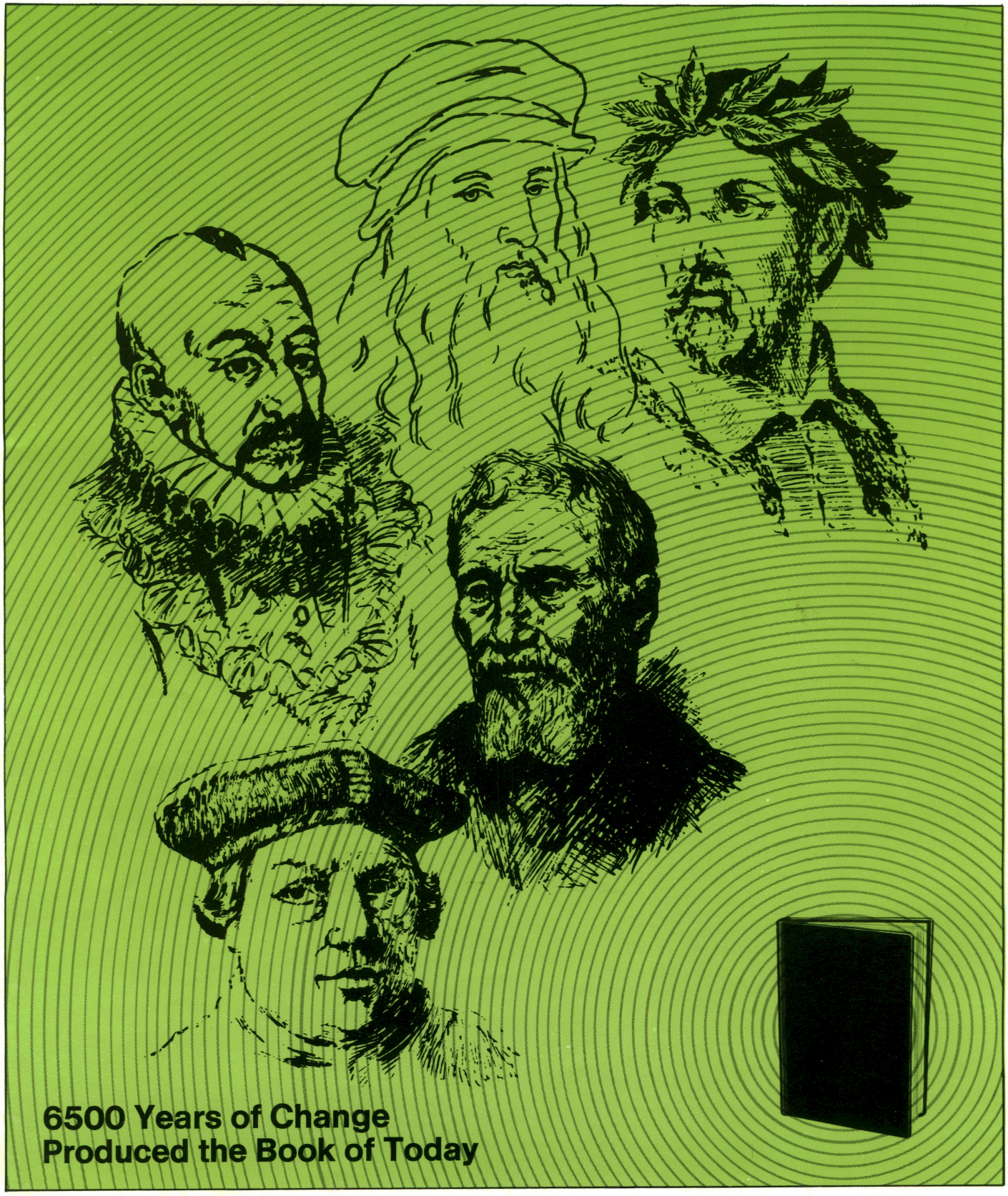
UNIVERSITY OF MISSISSIPPI

The Library Binder

Volume XVIII – No. 1 June, 1970 Published by The Library Binding Institute



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The Library Binder

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About the Cover

Leonardo da Vinci, Michelagniolo Buonarroti, Torquato Tasso, Martin Luther and Michel de Montaigne—the handwritings of these famous men were instrumental in the study of the art of writing.

Three issues ago we began a series of articles entitled "6500 Years of Change Produced the Book of Today." In this issue we continue our series with an examination of autograph writings of the sixteenth century.

THE LIBRARY BINDER is the official publication of the Library Binding Institute and is published semi-annually.

Membership in the Library Binding Institute is open to any qualified library binder interested in promoting and maintaining the highest standards in binding technique. Information concerning certified, associate and institutional membership available on request.

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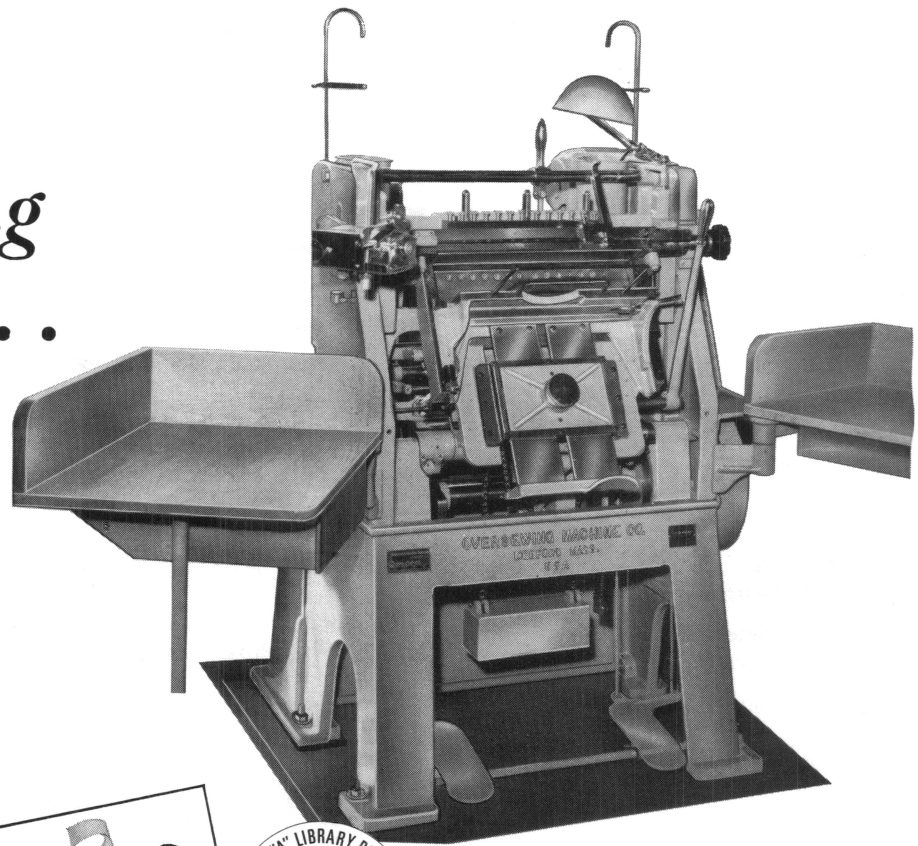

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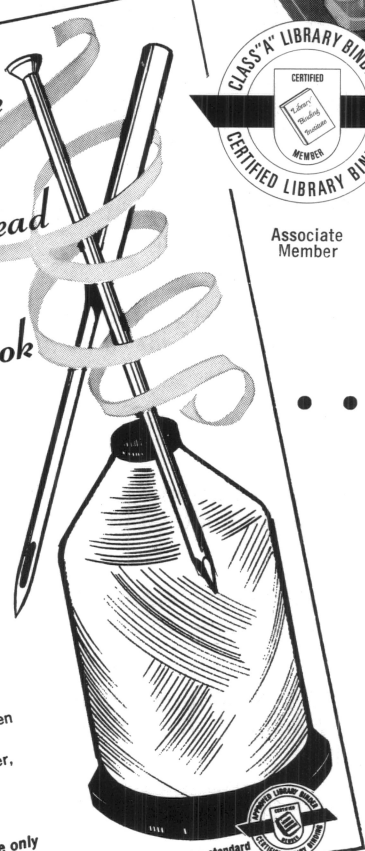

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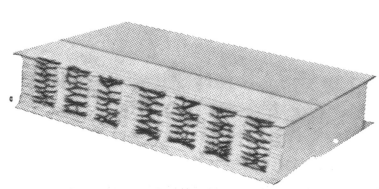

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Editorial

THE LIBRARIAN *AND* THE PURCHASING AGENT
OR
THE LIBRARIAN *VS.* THE PURCHASING AGENT
WHICH SHOULD IT BE?

Evelyn Hensel and Peter D. Veillette have written a most interesting book entitled "Purchasing Library Materials in Public and School Libraries' (American Library Association 1969). One of the recommendations and guiding principles that conclude the study contains the following statement under the heading of "Bidding": *"library materials may well be exempt from the normal bid requirement of purchasing agents."* This is followed by the statement that if bidding is required, consideration should be given to several steps towards more effective bidding, one of which is *"the sole requirement that the lowest bid be taken should be eliminated."*

Among the situations discussed in the book is the relationship between librarian and purchasing agent or administrator, whether it be in a school system or a library system. The responsibilities of both are considered, and it is significant to note that, by and large,

> Bidding for library materials is the exception rather than the rule. Of the 789 libraries responding to the questionnaire, only 15% required bidding for books. In some of these libraries, bidding is required by state law, city charter, city ordinance, administrative code, or county resolution. Often this is due to a strict interpretation of the law, charter, ordinance, code or resolution. A careful examination of these sources may reveal provisions for exceptions to the bid requirement when they serve the best interest of the state, local government or school district. In other libraries, the bid requirement appears to be imposed by administrative order or through library or school board resolution.
>
> "For the above reasons, it appears that there is less advantage than can be gained from the use of the bid system . . ." (page 82)

In 1968, through the efforts of the New Jersey Library Association, the New Jersey Statutes were revised to permit county, regional and municipal public libraries to purchase many of their materials, including library binding, without advertising for bids. This statute, which is a good precedent for other states to follow, reads:

> "Chapter 33, Libraries Article 1. Free County Libraries Sec. 40:33-81. Purchases not requiring advertisements for bids. The county library commission of any county or the board of trustees of any regional library established by 2 or more counties may, within the limits of funds appropriated or otherwise made available to the commission or board, purchase the following without advertising for bids therefor: (1) library materials including books, periodicals, newspapers, documents, pamphlets, photographs, reproductions, microforms, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, slides, films, filmstrips, video and magnetic tapes, other printed or published matter, and audiovisual and other materials of a similar nature; (2) necessary binding or rebinding of library materials; and (3) specialized library services."

Hensel & Veillette's volume is a particularly helpful one, at a time when the function of the librarian and the purchasing agent, or other administrator, merit re-examination. For many years, there never was much question but that, when it came to the matter of buying library binding, the librarian determined the specifications, selected the binder and, where competitive bidding was required, selected the eligible bidders.

It was generally recognized that the close relationship which exists between a librarian and a binder made it more economical for both to have a continuing arrangement, whereby there was a continuity of services provided by the library binder. Shifting from one binder to another was a costly matter for a library, in terms of both apparent and non-apparent costs.

In recent years, with the tremendous expansion in the acquisition of materials, the pressures upon library budgets and the growth of regional systems and regional purchasing arrangements, the function of buying library binding has, from time to time, been shifted from the librarian to the purchasing agent. Coincident with this trend has been an increase in the numbers of referrals by librarians to the LBI free examination service. The factual situation may simply be stated as follows: The purchasing agent has bought primarily on the basis of price and price alone, without a professional determination of whether the library is getting the type of binding and service which the librarian, in the exercise of his expertise, determines is necessary for the particular library.

Most American libraries specify LBI Standard (Class A) for most of their binding. For work which is not to be handled this way, normally the librarian and the library binder develop a set of specifications. This type of work is usually an insignificant amount of the overall library material to be bound. American librarians have selected the LBI Standard for their specifications for two reasons: first, because they know that the quality of the binding is such that the volumes may be expected to give 100 or more circulations or uses and, in the case of periodicals and other materials which are not heavily circulated, the volumes will be serviceable for many years. In fact, there are periodical volumes in many libraries which were bound 40 or 50 years ago, according to the then Class A Standard. In addition to this, however, the Standard is designed not only to provide strength but also to meet the requirements of reader usability. This latter is extremely important. Class A involves the materials and methods of construction, one of the methods being the collation which is required as a processing step to insure completeness of the volume.

To properly collate a periodical, it must be examined page by page for completeness and checked for maps and the like. The exact language of the Standard is specific in the requirements that Certified Library Binders must follow in order to collate a magazine. Collation, thus, is one of the most expensive steps in processing.

In order to cut down on costs, particularly where there is competitive bidding or where there is an effort to get business, a binder may eliminate some of the steps required in the LBI Standard and represent that the volume is just as good as Class A. In some cases, it may be just as strong if it is oversewn and otherwise fabricated according to specifications. But, unless the volume is collated and unless the other requirements for periodical binding are followed, it will not be just as good from the point of view of reader usability. Furthermore, to make such a representation is a violation of the Trade Practice Rules for the Library Binding Industry, promulgated by the Federal Trade Commission.

The difficulty here is that librarians whose training and experience orient them to reader requirements recognize this situation and frown upon any deviation from the LBI Standard; whereas purchasing agents who are oriented toward cost savings will tend to accept shortcuts, if they can save money. This creates very

serious problems and can cause a deterioration in collections.

The solution to this situation is quite simple: *First,* wherever it is possible to do so, contracts should be let by negotiations and not by competitive bids. *Second,* the function of the librarian in all cases should be extended to cover the determination of specifications and the selection of eligible binders, whether they be required to submit competitive bids or be involved in negotiations for one or more contracts. *Third,* no contract should be let without a very careful examination of the facilities of the library binder to make certain that he is capable of performing the contract which is contemplated. Furthermore, in the examination of his facilities, where the work contemplated is to be periodicals, very careful attention should be devoted to each processing step to make certain that it is carried out in accordance with the specifications, particularly the collation of the magazines. Frequently, for example, it becomes more costly not to collate, as when two or three volumes are required where there would be one, if it were properly collated. *Finally,* the terms of sale must be realistic and related to the actual practices of the parties. For example, for a binder to offer a discount if payment is made within ten days, when in fact everyone knows that the library involved cannot process payments within thirty days, is misleading and such bids should not be entertained. Every person who is seeking to do the binding should have access to full and complete information as to the numbers and types of volumes to be handled. Unrealistic and obviously misleading terms should not be inserted in bids and, if so, these bidders should be disqualified, since these terms frequently are devices to get work and are unrelated to the requirements of properly processing the work.

The purchasing agent can perform a very valuable function by supporting the librarian in his selection of specifications and eligible bidders and by carefully examining all contractual requirements to make sure that the same meet sound business requirements. He can also perform a most valuable service in the follow-up of the performance of the contractor. This is a very important function, for it is extremely vital that librarians get dollar-for-dollar value for what they buy and only a careful inspection of the work contracted for can assure librarians that their contract is being performed. The purchasing agent can assist in a very valuable manner in setting up the procedures to be followed.

The rate at which knowledge is increasing in the world and, in particular, in our country, and the tremendous increase in the acquisition of library materials have made unusually important the problems of maintaining these materials for reader use. Library binding, particularly the use of LBI *Standard* (Class A), is a most valuable tool in this process. Both the librarian and the purchasing agent have a function to perform and, although these functions vary, both are necessary for the proper discharge of the important task of maintaining library collections.

DUDLEY A. WEISS

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Letters to the Editor!
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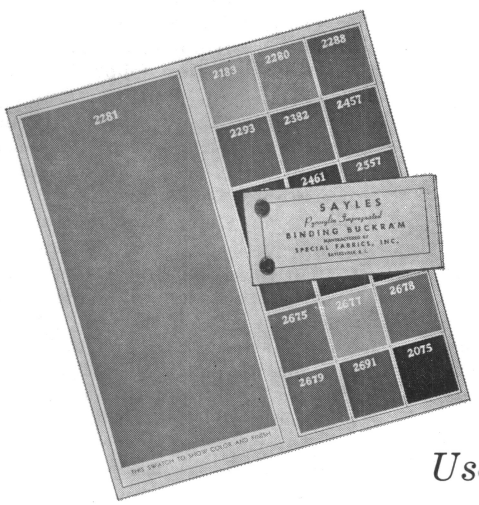

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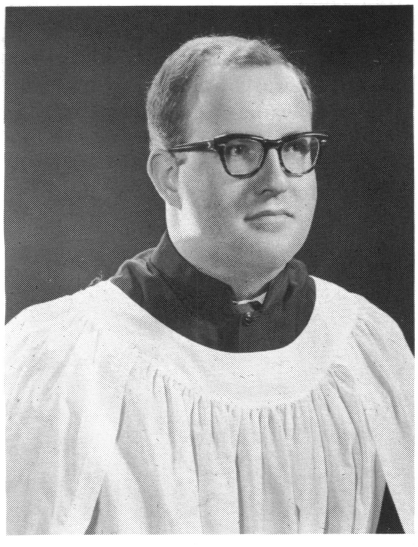
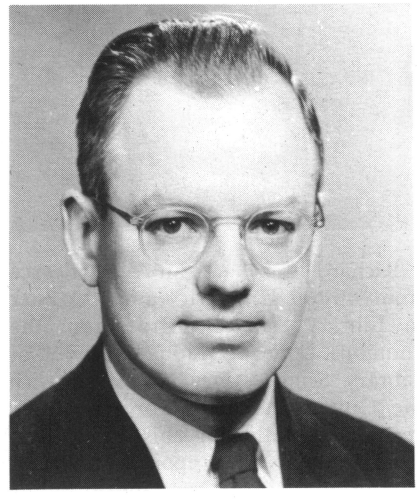
In order to make The Library Binder truly representative of the entire library field, we have appointed a number of regional editors from across the country to write and gather articles which will be of interest to our readers. To acquaint you with their backgrounds in the library field, we are providing a short biographical sketch on each. Any librarian wishing to contribute to The Library Binder should contact our editorial office for referral to the regional editor in his area.



Jack G. Pennington is Reference Librarian at the Jessie Ball duPont Library at the University of the South in Sewanee Tennessee. A graduate of Western Michigan University's Library School, Mr. Pennington has held positions at Kalamazoo College and at the Dalhousie University Medical Library, Halifax, Nova Scotia. Formerly a professional organist-choirmaster for the Episcopal Church and for the Anglican Church of Canada, Mr. Pennington continues his activity in this area part-time at Christ Episcopal Church, South Pittsburg, Tennessee. He belongs to a number of library associations and writes regularly for several library publications. At Sewanee, Mr. Pennington has reorganized the record-keeping system for the ninety-six year old Government Depository Collection and also teaches a class in the history and use of the Collection.

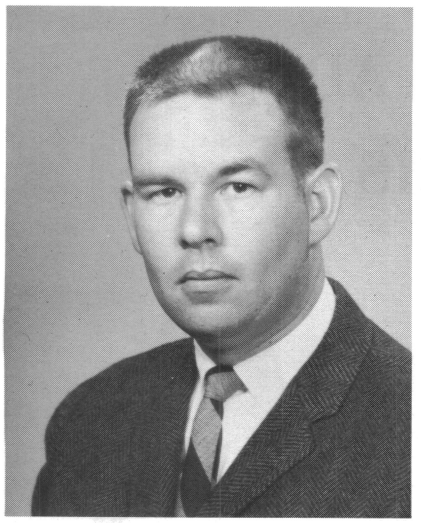


Colonel George B. Davis is a graduate of Union College and pursued his graduate studies at Oberlin College, the Sorbonne, Brown University and the University of Chicago. He has served in a variety of capacities in the library field and currently is librarian at Virginia Military Institute in Lexington, Kentucky.

Mrs. Nancy Roozen graduated from the University of Wisconsin in 1959 with a B.S. in Education. She later studied audio visual materials and library science at California State College. Her work experience has included teaching in grades one through three in both Virginia and California. Mrs. Roozen is currently Junior High School Librarian in Garden Grove, California.

Miss Margaret Mary Fischer graduated from the College of New Rochelle and received her Master's degree in Librarianship at Mary Wood College, Scranton, Pa. She has been serving as a librarian at King's College since 1954, and is now an Associate Professor. She is very active in a number of local and national library associations.

Donald L. Lanier is a native of Oklahoma and has degrees from Oklahoma Baptist University and the University of Illinois. From 1964 to 1966 he prepared for lay missionary assignment in Hong Kong where he served from 1966 to 1967. Upon his return, Mr. Lanier was made Library Science Librarian at the University of Illinois and last year was appointed Acquisitions Librarian at Oklahoma State University.



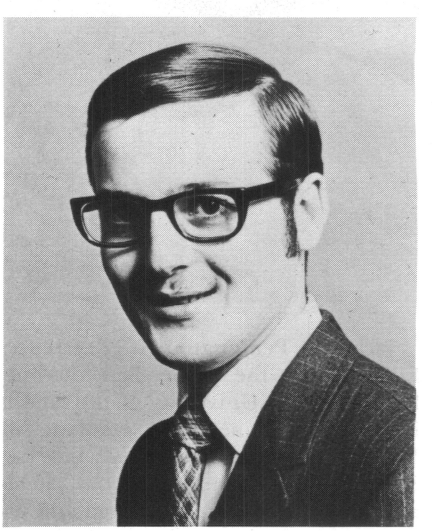
Ronald L. Fingerson was raised in Montana and served in the United States Navy for six years prior to attending the University of Iowa, from which he graduated in June, 1961. He received a Master's degree in Library Science from the University of Minnesota two years later. Mr. Fingerson is head of the Serials Dept. and Binding at the University of Iowa Libraries, and his articles have appeared in *Books at Iowa* and *The Iowan Magazine.*

Richard Cass has an A.B. degree from Boston University and a Master in Library Science degree from the Simmons College Graduate School of Library Science. He has served with the United States Air Force for nine years and following his graduation from Simmons was appointed Director of the Frankfort Community Public Library, Frankfort, Indiana, serving approximately 17,000 people. His prime interests include sports, travel and the arts.

Leslie R. Morris is an Assistant Professor at East Stroudsburg State College and serves as Head Cataloger in Kemp Library on campus. He has a Master's degree in Library Science from Duquesne University and a B.S. degree from Geneva College, Beaver Falls, Pa. Prior to his current position Mr. Morris was a public school teacher in Pennsylvania and Texas. He is author of a number of articles in the Library field and an active member of the American Library Association.

Miss Doris Marie O'Hearon graduated from Aquinas University in 1963, and did graduate work at Central Michigan University where she earned a Master's degree in Library Science in 1967. She also attended the Library Institute at Drake University in 1969. Prior to her library career, Miss O'Hearon was a teacher in the middle grades and junior high school. She is currently College Reference Librarian and Instructor in child literature, adolescent literature and school library resources at Aurora College Library in Aurora, Illinois.

Paul Kruse received a B.S. degree from the University of Illinois Library School and a Ph.D degree from the University of Chicago graduate Library School. Prior to serving on the faculty of North Texas State University, where he has been since 1965, he was a library consultant to the Universidad Santa Maria la Antigua in Panama, R.P. He later served at the University of Tehran and the University of Ceylon. In 1945, Mr. Kruse helped to establish a library for the United Nations Conference in San Francisco.

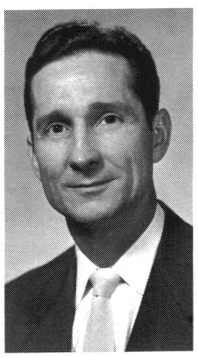


J. Alan Burba is a native Texan and attended Lon Morris College, the University of Texas and El Centro College. He has done graduate work in the MA program in Library Science at the University of Chicago and was an editorial staff member of the Chicago Literary Review. Mr. Burba has a speaking knowledge of French and Spanish and can read and translate Italian, Portuguese, Latin, Esperanto, Interlingua and Transliterate Russian. He maintains a personal library of more than 6000 volumes and is currently librarian at Northwood Institute in Cedar Hill, Texas.

FROM THE PRESIDENT'S DESK

QUALITY: THE BACKBONE OF AN INDUSTRY

By J. T. TOLBERT, *President, Library Binding Institute*



Every industry has distinguishing characteristics and these tend to impose certain patterns of conduct upon its members. The library binding industry is no exception, and those of us who pride ourselves on being Certified Library Binders are acutely conscious of the fact that the basic characteristics of our industry are *quality* and *service*.

The library binding industry started out as a craft industry and today it is still, in many respects, essentially just that. Even though over the years we have had a number of very substantial technological changes in the way in which we bind books, we are still imbued with the pride of workmanship which characterizes a craftsman.

The reasons for this are several, but primarily they stem from two factors which affect our work. The first factor is the nature of the materials with which we work—no two volumes are precisely the same, either in dimension, condition of wear or even the materials from which they are made. Hence, attention must be paid to the specific requirements of each volume, whether it be a book that is being rebound or a magazine that is being given its initial hard-cover binding. The second factor is the LBI Standard (Class A). This Standard specifies materials with which books are to be bound, together with the main processing steps. Their purpose is not only to build strength into a volume but, equally important, to make sure that the volume is complete, so that the reader will find precisely what he wants and be confident that all pages charts, and other data are in their proper place, not missing or misbound. Practically all volumes bound in the United States for libraries are bound according to the LBI specifications; and from the mail we get from overseas, asking for copies of our Standard, specifications and methods, it appears that the whole world is copying our library binding technology.

The pressures which exist to deteriorate quality are many. They range from the difficulty in hiring help and training employees in quality production to problems over which perhaps none of us have really complete controll—such as the budgetary limitations of many libraries. Our records and statistics indicate that library binding prices have increased less than the prices of most other items libraries buy, even though our costs have increased at a comparable rate. We have been able to maintain our position by increasing our productivity which, by and large, has exceeded that of American industry.

In an effort to maintain quality, perhaps the greatest step LBI has taken has been its Industry In-Plant Quality Control Program. Every Certified Library Binder is visited by LBI's Quality Control Coordinator at least once every 3 years and frequently once a year. A comprehensive inspection of the entire processing takes place. Our principal coordinator is Mr. William Foley, who has made an outstanding contribution to the library profession and the library binding industry in his performance of his duties as our Quality Control Coordinator. Mr. Joseph Coughlin has similarly contributed since his retirement and we are indebted to both of them for their efforts.

In reporting to LBI at a recent meeting, Mr. Foley pointed out that quality control in a plant must take place at every operation must be of prime concern to every employee. In this complicated society of ours, there is renewed effort to upgrad quality because of the deterioration which we have seen in many of the things which we buy and use in our everyday life. The library binding industry was one of the first to attempt a comprehensive Quality Control Program, but it is not enough that this be a program initiated by the industry. Librarians must continue to support in and insist upon high standards if we are to maintain our position as a quality industry; for, ultimately, it is our customers' emphasis on quality which will determine the future of the library binding industry.

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Continued from December 1969

By MELVIN B. SUMMERFIELD

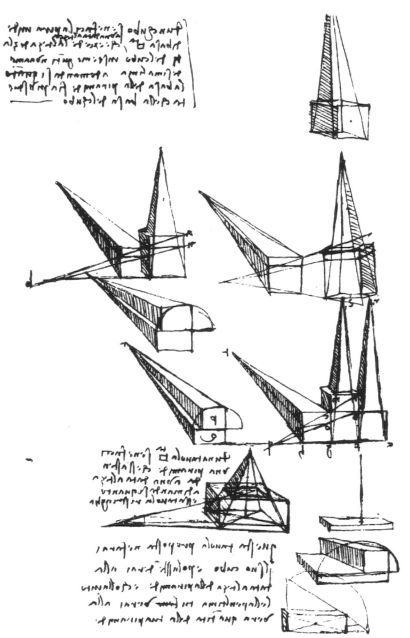
Autograph Writings of the Sixteenth Century

In previous chapters we have discussed the writings of history in various forms such as paleographic and archaeological finds as well as works done by professional craftsmen reproducing the words of an author or second party. Many students have felt that such finds placed great limitations on their studies of authors themselves because of the changes in meaning which might have taken place during the transcriptions.

The invention of the printing press, of course, replaced the professional scribe and authors then were able to know that what they wrote in their own hands had some consistency in the reproduction. Thus, handwriting developed in place of the professional "book hand," and in the sixteenth century some of our most famous literary men were able to convey their thoughts in their own hands. It is interesting to note that nowhere have we found a single instance where the writings of the famous authors of antiquity have been in their own hands. No fragment is known to be in existence of the personal scripts of any classical author of antiquity, or even the middle ages. Not even Dante is so represented, and the most personal reminiscence of Petrarch that has been preserved is only a single and somewhat doubtful signature. Now, however, in the sixteenth century we come to a period so relatively recent that the personal literary mementos of a galaxy of great men have been preserved for us; and in looking over some of their works, we gain a double interest in seeing, on the one hand, the general progress of writing as an art, and the modifications of taste from generation to generation, while, on the other hand, presenting such a reflection of the individual author's personality as is always indicated in his handwriting.

In the following paragraphs we have selected a few of the most celebrated writers of Europe, from France, Spain, Italy and Germany, and have illustrated their writing characteristics. Men of many minds are represented here with a corresponding variety of scripts from the most careful and painstaking to the most slovenly. Something of the personality of each author is undoubtedly depicted in the writing that has come from his hand, but it is left to the individual reader to interpret what it may be.

Leonardo da Vinci
Date, about 1508
British Museum, Arundel MS. 263



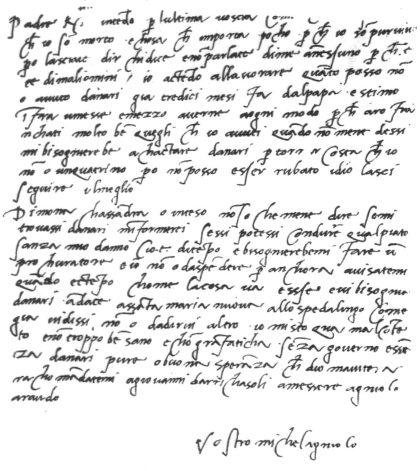
This is a page from Leonardo da Vinci's rough book of observations and demonstrations in his peculiar style of writing from right to left. The book contains disconnected notes written at different times, commencing March 22, 1508, on subjects connected principally with mixed mathematics, mechanics, forces and powers, percussion, gravity, motion, optics, astronomy etc. There are also arithmetical and geometrical propositions of which the plate shows specimens. Several memoranda also occur in the volume, noting loans, payments etc. One entry records the death of his father. The book gives an idea of the versatility of this wonderful man who has been said to excel during his lifetime in almost every honorable human attainment and pursuit with the exception of the commercial and political.

There have been various reasons suggested for da Vinci's peculiar way of writing. Many students seem to feel that he adopted this method merely because he was left-handed. Although this may be true, there are also those who believe that such an exceptional person might have had a psychological reason for doing it.

Michelagniolo Buonarroti
Date: 1508
British Museum, MS. 23,140, f.6

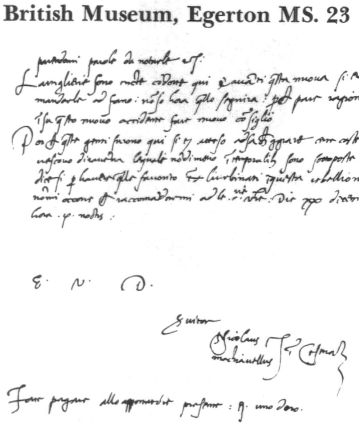
We know the gentleman as plain Michelangelo. The letter shown here was written to his father, Lodovico di Buonarrota Simoni, in Florence from Rome. At this time Michelangelo was making preparations for and commencing his work on the Sistine

Chapel. It was a time of particular discouragement for him. He was far from well and was in need of money.



He tells his father in this letter that he had no pay from the Pope for thirteen months. There is a document signed by Michelangelo, dated in Florence in August of the same year, in which the artist renounces his claim to a legacy left to him by his uncle Francesco which probably has some connection with the matter mentioned in the letter. However, it is the style and not the content which is interesting to us. The cursiveness of the script indicates the flowing pattern one might expect from an artist. The clarity of the letters indicate a person of precision and logic. The freedom of the capital letters presumes an individual of great sensitivity. To the handwriting expert, of course, much more is evident. However, from history we know much more about the man than his handwriting and it is easy to judge after the fact.

Machiavelli
Date: 1502-1506
British Museum, Egerton MS. 23



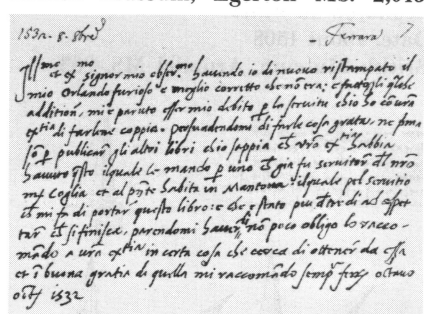
The letter shown here was written by Machiavelli during his mission to Cesare Borgia, Duke of Valentinois, to the Signoria at Florence. Machiavelli's correspondence during this time is of the highest interest. He had been commissioned by the Signoria to remain near the duke and watch his movements, at the same time inspiring in him the belief that the Signoria placed every degree of confidence in him. The dispatches contain detailed accounts of political events and intrigues in Italy, and of the duke's proceedings at Sinigaglia and the murder of the disaffected captains Vitelli, Orsini and others.

The letter of which only the conclusion is shown here is dated Imola, October 20, 1502. Machiavelli acknowledges the receipt of letters brought by a courier on the seventeenth of the month, reports his interview with the duke immediately following, and speaks of the proceedings of Orsini, Vitelli and of Duke Guido. The writer hopes on the same day to be able to assure the safe conduct for the goods of merchants passing through the duke's territory, which was one of the special charges given him by the Signoria.

It is interesting to compare Machiavelli's handwriting with that of Michelangelo. A close examination shows irregularity in the individual letters and distortions in the script which are evident even to the untrained eye.

Note: The letters of Machiavelli were translated by C. E. Detmold in his *Historical, Political and Diplomatic Writings of Machiavelli,* Merrill and Baker, London.

Ludovico Ariosto
Date: 1532
British Museum, Egerton MS. 2,015

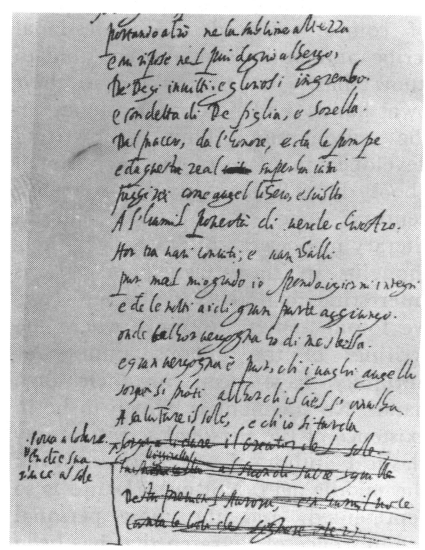


This holograph written in Italian by Ludovico Ariosto to the Duke of Mantua accompanied a copy of the second edition of his *Orlando Furioso* which he had been correcting and enlarging and recommending to the duke's favor. It is dated Ferrara, October 8, 1532.

The first edition of the *Furioso* appeared at Ferrara in 1516 and contained forty cantos. The second edition to which the letter refers, contained forty-six. It is said that the public waited for the second edition with great impatience. The printing of it was completed on October 10, 1532. Soon afterwards, the poet's health, which had never been too good, became decidedly worse and he died the next year on July 8, 1533.

Even to the amateur, Ariosto's handwriting is clear and legible. However, it does indicate a slow and steady purpose which was undoubtedly reflected in the time he took to produce the second edition of *Furioso.*

Torquato Tasso
British Museum
Additional MS. 23,778



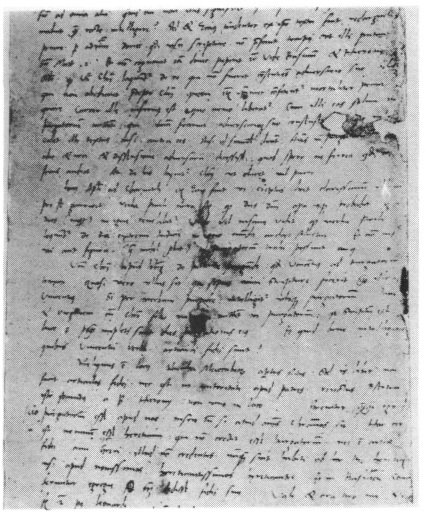
In this reproduction of Tasso's handwriting even the layman gets a good idea of an unusual personality. To be sure, it is rather artistic, but it also is extremely jerky and difficult to read.

This reproduction is from a volume entitled *Torismondo, Tragedia del Signor Torquato Tasso.* It is an autographed copy in a vellum binding. The tragedy, of course, refers to his confinement for seven years by Duke Alfonso II, for alleged mental derangement, who finally released him at the earnest request of his brother-in-law, Vincenzo Gonzaga. Tasso then began to rewrite his tragedy, Torismondo. It was never a success since the long

dialogues in imitation of Plato are heavy and stilted.

The manuscript eventually came into the possession of the Minorite Ottaviano Camerani of Ravenna and was given by him to Prince Alderano Cybo, "Cardinale di Sta. Chiesa,". The arms of Cardinal Cybo are painted on the cover.

Martin Luther
Date: 1519
British Museum, MS. 18,742

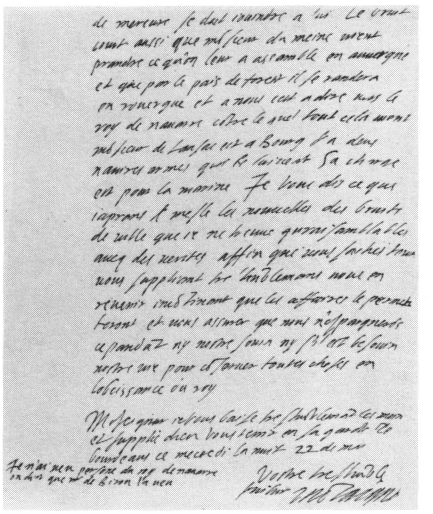


The holograph illustrated is part of a letter written by Dr. Martin Luther to his friend Georgius Spalatinus, a noted German reformer. It is written in Latin and is a treatise on the doctrine of Purgatory. It is dated Wittenberg, November 8, 1519.

The letter is quite long and specifically refers to Adrian, a Hebrew teacher whom Luther wished to support. After speaking of the Leipzig dispute concerning Purgatory and discussing various passages of Scripture which bear on the subject, the writer arrives at the conclusion that one thing "is certain, no one is a heretic because he does not believe in Purgatory."

Luther's handwriting shows strong evidence of the characteristics which have been retained by later German script. Unless specially trained, an American finds it extremely difficult to separate the letters and form words. One must form his own conclusions as to whether or not this handwriting is typical of the man.

Michel de Montaigne
Date: 1585
British Museum, Egerton MS. 23



It is from such letters as this written by Montaigne, while he was Mayor of Bordeaux during the civil wars in France, to the Marechal de Matignon, Lieutenant-Governor of Guyenne, that history is recorded for future generations. In this letter Montaigne gives the Lieutenant-Governor all the information he can obtain concerning what is going on and what is rumored, urging him to return as soon as possible and assuring him of his zeal in the king's service.

In translation, the letter concludes: "I tell you what I hear and add the news of the city which seems to me improbable to the facts so that you may know everything, humbly begging you to return as soon as you possibly can, and assure you that in the meantime we shall spare neither our pains, nor, if the need be our lives, to preserve everything in obedience to the king. . . . My lord, I humbly kiss your hands and pray God to keep you in his care. At Bordeaux, this Wednesday, the night of the 22nd of May."

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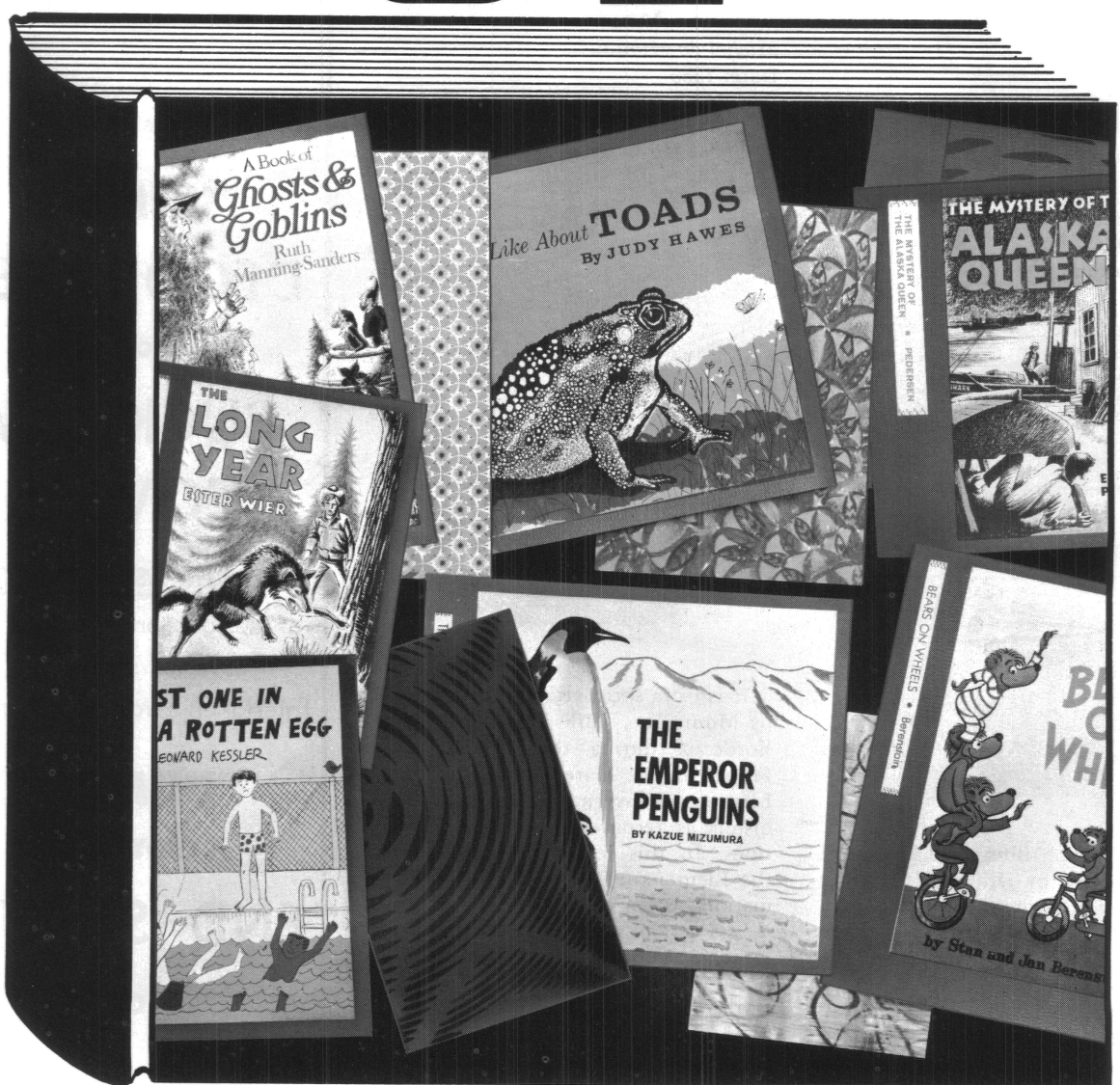

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THE UNIVERSITY OF THE WEST INDIES BUILDS A LIBRARY

By MRS. SHIRLEY BARROW, *Senior Assistant Librarian*

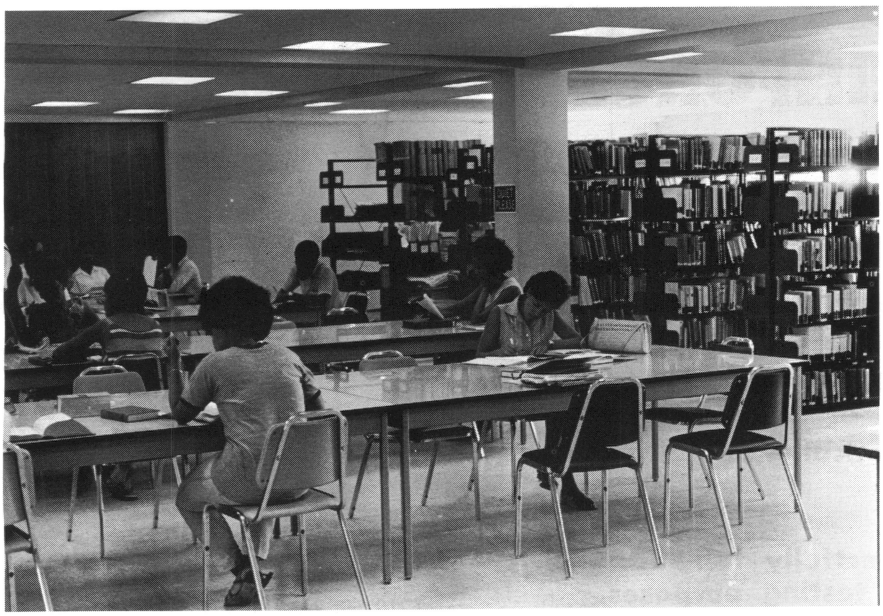
The College of Arts and Science of the University of the West Indies at Cave Hill, Barbados, opened in September, 1963 with 118 students. Since that time the student body has grown to about 450 students. Teaching is done in English, Spanish, French, History, Economics, Sociology, Mathematics, Physics, Botany, Chemistry and Biology. In October, 1970, Government and Education will be added to the number of subjects now being taught. There are also two research Institutes, the Institute of Social and Economic Research (Eastern Caribbean) and the Institute of Education (Eastern Caribbean). A Faculty of Law will be opened in October, 1970.

The Library was established in October, 1963, with a stock of about 50 volumes, with roughly another 5,000 volumes on order. At the end of the first year the stock had increased to 3,900 volumes with 235 pamphlets and serials. Inadequate financing severely hampered the library during these early years, but by the end of the first triennium, 1963/66, the bookstock had grown to 12,500 volumes, serving a student body of 180.

The library was housed, like the rest of the College, in temporary buildings near the Deep Water harbour in Bridgetown, Barbados. Construction began on 46 acres of land in 1966 at Cave Hill, St. Michael, Barbados, for permanent buildings for the College. The new buildings were opened in 1968, and the library is now handsomely housed in a two-story building behind the main administrative buildings. The reading-rooms are air-conditioned, and the furnishings, tables, chairs, and shelving are due largely to the generosity of the Government of Canada, whose assistance to the College has been a continuing one. The total bookstock of the library is now about 450. It is hoped eventually that serials, to serve a student body of about 450. It is hoped eventually that the library will be able to provide accommodation for about 100,000 volumes.

The library building was opened in 1968 and currently serves about 400 students.

The Catalog contains approximately 25,000 volumes, most obtained through donations.



Air-conditioned reading rooms provide a good atmosphere for learning.

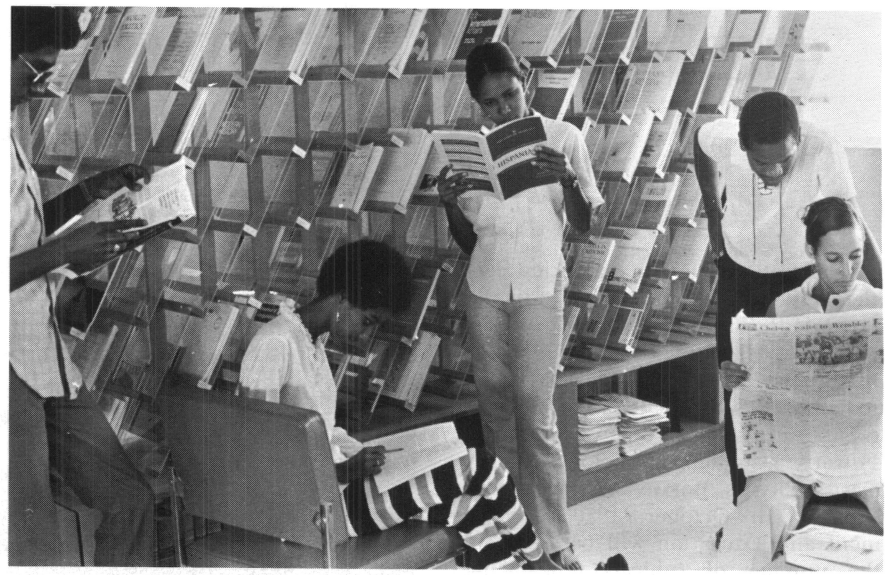
A substantial proportion of the library's stock is due to the generosity of various donors, individual and collective, public and private, notably Coleg Harlech in Wales who gave a considerable amount of books in 1965, Mr. Ronald Tree of Barbados whose generosity continues, and the Overseas Book Centre in Canada. The original goal of a bookstock of 30,000 to 50,000 volumes within the first six years of its existence has not, however, been met.

The main problem is one which faces most libraries today: chronically

inadequate financing, increased costs of book production, and the handicaps involved in acquiring material when one is placed so far from the main publishing and book-selling centres of the world. Difficulties are experienced especially in the acquisition of the older printed material which is so essential to the establishment of a proper academic library. Standard works of reference, bibliographies and the printed catalogues of other libraries frequently have to be bypassed in order to supply the basic material required for the teaching programme. This handicap is most often felt by staff members who find that their efforts at carrying out private research are severely hampered. In addition to all this, there is the lack, as there is in most developing countries, of locally printed material and publishers and of adequate bookshops. This means that students rely more heavily on the main academic library than they would tend to do in the larger, richer countries. The library therefore serves a double purpose and is under considerable duress to provide for the needs of staff and students, as well as requests from outside of the University from locally-based professionals who have little recourse to any alternative sources.

The greatest need, therefore, is for *books*. As well as a well-stocked and basic undergraduate library, research facilities for staff members and post-graduate students need urgent and immediate development. With the addition of the Law Faculty in October, 1970, will come an increased demand not only for books in law but in its subsidiary subjects—mainly in the fields of political science and sociology. While it is hoped that greater attention will be paid to the library's need for adequate financing in the overall budget of the College, we shall continue to rely very heavily, as we have done in the past, on substantial donations of books which are of particular relevance to the subjects being taught at this College.

We look to the future with confidence and faith in the continued growth of a worthwhile academic library.



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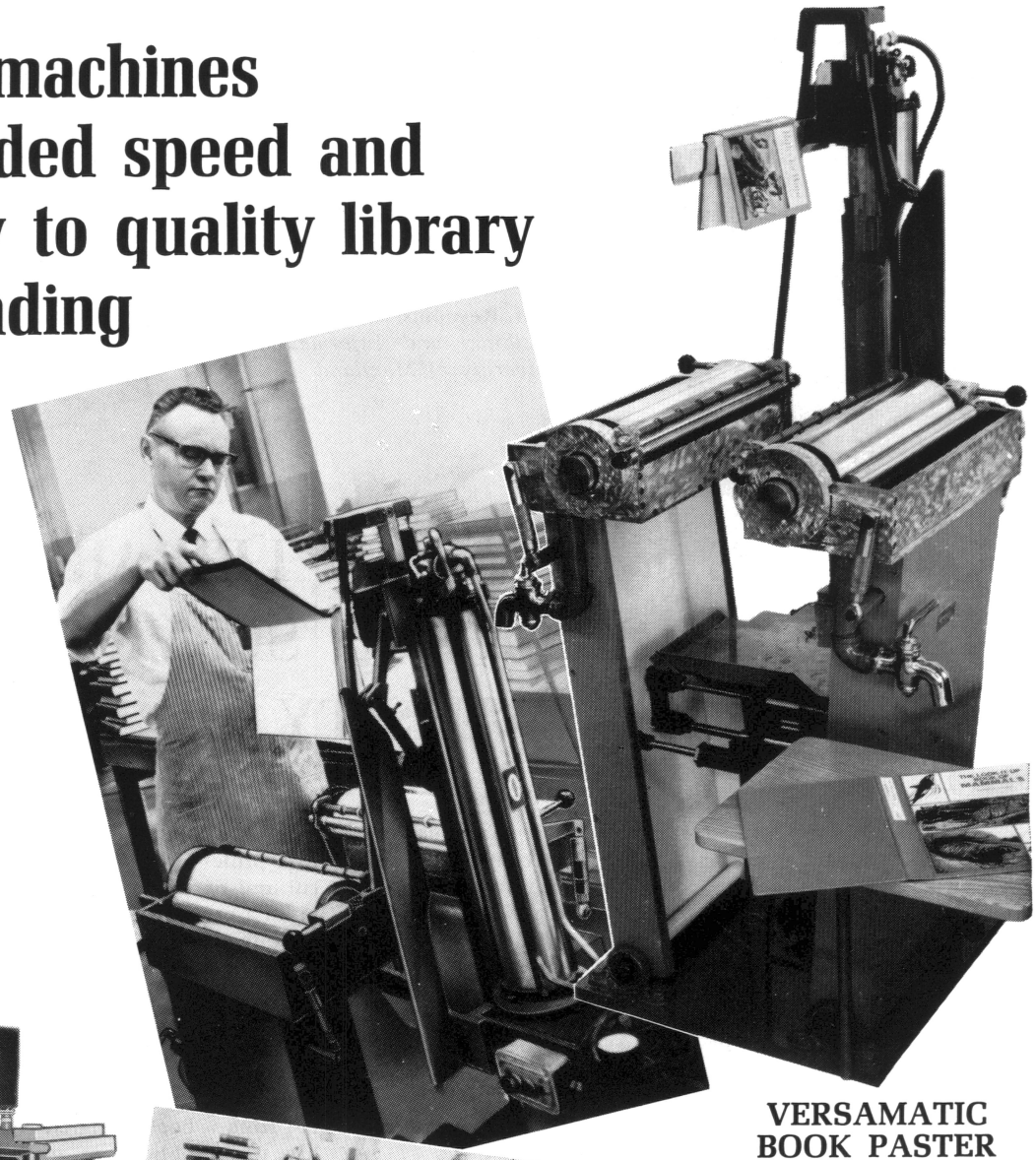

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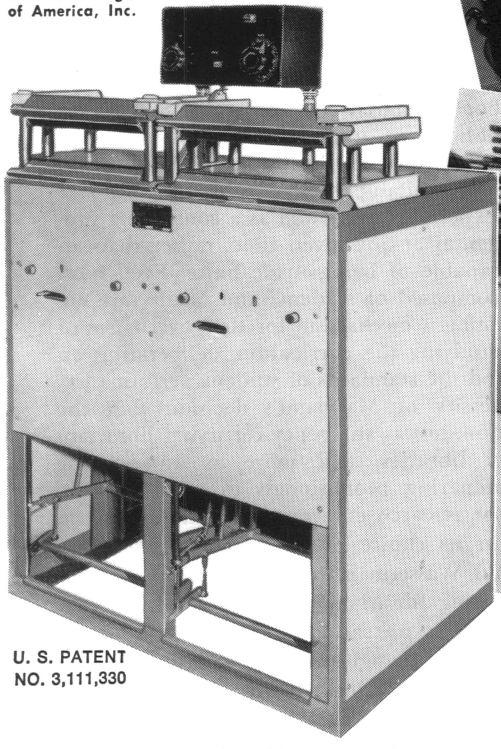

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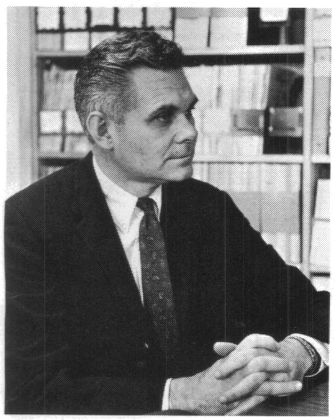
What Is a Library School?



By Michael M. Reynolds, *Acting Dean, School of Library and Information Services, University of Maryland*

THE SCHOOL OF LIBRARY AND INFORMATION SERVICES AT THE UNIVERSITY OF MARYLAND

It is scarcely necessary to point out that this—as Peter Drucker puts it—is a time of "discontinuity." A time when the demand for participation in determining what is relevant is urgent and pervasive. Developments in America in the last decade have demonstrated that neither an accepted value, a professional posture, nor even a society is any longer a given verity, susceptible solely to incremental change extending beyond several lifetimes. The phenomenon of analysis—indeed of redefining the totality of institutionalized behaviors—is no longer merely of tangential academic interest; it is a fundamental concern.

Within the library profession, there is ample evidence of the increasing demand that we come to a fuller understanding of what constitutes an effective professional role in our society; demand, too, that the library schools prepare men and women capable of affecting positively the complexities of users in their use of information. In recent years, private and public agencies, as well as professional groups, have provided significant support for a variety of research and educational activities, as well as attempts to utilize the newer technologies, in the library processes. The Council on Library Resources, the Ford, Rockefeller, and Carnegie Foundations, the U. S. Office of Education, National Aeronautics and Space Administration, U. S. Department of Defense, the American Psychological Association and American Institute of Physics, to cite a few examples, have clearly demonstrated an interest in defining what information is, in studying users of information, and in analyzing how information is used and how it might be used better. They can be expected to encourage further work affecting the mission and the discipline of librarianship.

The response of the University of Maryland School of Library and Information Services to these currents has been immediate. At the School, the most compelling force is the realization within the group enterprise of the need to introduce men and women to a profession grounded in the intelligence and the cultural dynamics of our time. The desire is to help build a profession with a wider consciousness and one capable of more precise articulation. In their diversity of separate visions, values, and expectations, the faculty and the students are collectively attempting to avoid rejecting the possibilities of the future while regressing into the past, or identifying with the future to the extent of becoming estranged from the past. Essentially, the goal is to free the professional librarian from a book centered custodial role and to alert him to the obligations and possibilities of his expertise in the dissemination of information, however containerized or available. With this bias, the School's educational experience is viewed as a continuing process, experimental at any given time, rather than an abstraction capable of being made finite. Even now, committees composed of students and faculty are engaged in framing a mechanism for the governance of the School, studying the curriculum, deliberating on admissions and the standards of student performance.

The University of Maryland's decision that the School function, less as an agency certifying librarians for work in libraries, and more as an ongoing enterprise preparing professionals to participate in educational or research enterprises was deliberate, as manifested in its choice of the School's first dean, Professor Paul Wasserman, in early 1965.

As a practicing librarian, a student of the library profession, and as a teacher, Professor Wasserman devoted himself untiringly to the belief that society can best be served by educated librarians capable of utilizing the substantive knowledge available in other disciplines, as opposed to trained quasi-technicians associated with particular organizations. The opportunity to give a beginning to this concept drew him from his position as Librarian and Professor of Cornell University's Graduate School of Business and

Public Administration. Professor Wasserman served as Dean of the School until February, 1969, at which time he resigned in order to devote his time more fully to teaching and research. The Associate Dean, Dr. Michael M. Reynolds, assumed the position of Acting Dean at that time.

The task of recruiting a qualified faculty is never easy. To recruit competence to an avowedly different type of library school, one including in its name the term "Information"—with all its uncertainties; to identify competence that demands of itself that it affect the information transfer process through instruction, research and involvement in the community outside the School; and to consolidate these into a faculty required untold hours of unremitting labor. And the labor goes on.

The School's self-image—its view of its educational, research and service roles, its vision of the profession—is manifested to an extraordinary degree in the constituency of its faculty. And if this self-image lacks definitive expression in this representation, this is a function of the potent limitation in resources available, the opportunistic character of recruiting, and the realized obligation to prepare students to engage in actual work roles. Primary to recruitment was the desire to add content to the profession—a person should teach a subject he knows and he should continue to enrich a particular aspect of the field by contributing to the significant literature. If faculty members come from non-traditional library fields, they should have demonstrated professional or research capability in applications of the specialized intelligence from their fields to librarianship, in its broadest sense. Accordingly, the faculty includes a physicist, a psychologist, a historian, a political scientist, a sociologist, and in the fall 1970 term will include an operations research engineer and a documentalist. Other members of the faculty usually have, in addition to their doctorates in librarianship, advanced degrees in other fields. To provide the students with other talent, the School has regularly engaged a number of adjunct faculty as teachers. These come from special library environments and information and research groups in the area; they strengthen the program with instruction and research in legal and medical bibliography, reprography, information systems analysis, and information retrieval analysis.

The School's curriculum and its scholarly potential have been further enriched in the area of organization of knowledge and classification theory, by a regular association of British and European scholars noted for their work in these areas. In each of the years of the School's history, one or more of such professors have been in residence, and it is expected that this relationship will continue into the future.

The School is in its fifth year. During this period, approximately 300 students have graduated. At present, there are 270 students enrolled at the master's level and five at the doctoral level.

The M.L.S. degree is designed to permit each graduate to contribute to the development of the field to the limit of his ability. Consistent with the School's position, it is oriented toward forming individuals who are able to lead in influencing change and in making adaptations in these functions

Maryland students enjoying springtime on campus in front of McKeldin Library.

and services which libraries will offer their clienteles in the decades ahead. Since the capacity to effect change is directly conditioned by professional knowledge and the understanding which each student brings to his work, the School stresses three important objectives: professional identification, problem-solving skills, and expertise in all aspects of library operations. Through a course sequence combining formal and informal study and emphasizing close student-faculty dialogue, it is hoped that the student will achieve the following:

(1) An understanding of the concepts and theories upon which library and information service is based and an appreciation of those disciplines supportive to it. This is the foundation upon which the student then builds competence in the special interests he elects to pursue.

(2) A strong commitment to the highest standards implicit in professional responsibility.

(3) A thorough knowledge of the problems and prospects of the specialized branches of library and information service in which the student has a particular interest.

(4) A capacity to participate in effecting change through the ability to identify service goals and alternatives and to initiate new patterns of action.

5) An appreciation of the need for continuing professional growth as well as for active professional contribution during the span of his career.

The Ph.D. program, to which students were first admitted in the fall of 1969, is viewed as a research degree, not as a vehicle for professional administrative advancement. Its goal is to prepare librarians to engage in research and scholarship in the discipline and does not necessarily build directly on the M.L.S. program. Students who decide to continue their studies after obtaining the M.L.S. can apply toward their doctorate only those courses in their program which have an academic, rather than a professional designation. Students pursuing a doctorate in library science and information service must demonstrate an understanding of the following areas:

(1) Theoretical approaches to the organization of knowledge.

(2) Documentation, or the organization and handling of recorded information.

(3) Theory and structure of information retrieval systems.

(4) The library in the social context, including communications and information needs and uses.

(5) Libraries as viewed from theories of organization and administration.

Mr. Jack Mills, Visiting Lecturer from North Western Polytechnic, London, explains his theories to a participant of the Classification—Expanding Horizons Institute.

Students study, relax in lounge at the School of Library and Information Services.

The doctoral student is not expected merely to take courses or seek subject competence in another field, such as sociology or mathematics, while he devotes himself to a methodology or a dissertation removed from these fields, but rather to structure a sequence of courses in all disciplines relevant to his particular research interests.

Both the masters' and doctoral students at the School have considerable opportunities to participate in ongoing faculty research projects, experimental programs, and periodic conferences conducted by the School. These include the School's project of laboratory and research efforts in a poverty area, the High John Library, with which Dr. Mary Lee Bundy and Professor Paul Wasserman have been

At head of table Dr. Michael Reynolds, Acting Dean of the School of Library and Information Services, meets with committee to discuss prospective doctoral candidate.

Dr. Paul Wasserman presides at a conference of the Manpower Research team.

engaged, funded by the U. S. Office of Education; the Manpower Research Study, directed by Professor Paul Wasserman and Dr. Mary Lee Bundy, supported by the National Science Foundation, the National Library of Medicine, and the U. S. Office of Education (a large-scale interdisciplinary study of manpower needs and utilization in the library and information professions); the cooperative research and development project with the Enoch Pratt Free Library in Baltimore, looking toward the metropolitan public library's assuming a more immediate responsibility as an information clearing center, in which Mr. Joseph Donohue is the chief investigator; the analysis of network requirements by Professor Jerry Kidd of the School, sponsored by the Maryland Division of Library Extension and manifesting its interest in planning for public library systems; the six-day Institute on Change Frontiers, "Implications for Librarianship"; the Institute on Automation of Bibliographic Services, organized by Mr. David Batty and conducted in conjunction with the Library of Congress and the University's Computer Science Center; the Institute on Classification, "Expanding Horizons"; and the Conference on Reclassification. The proceedings of the Conference on Reclassification, *Reclassification—Rationale and Problems,* edited by Jean M. Perreault, was published by the School in 1968. *The Library's Public Revisited* (1967) by Mary Lee Bundy and Sylvia Godstein; *Metropolitan Library Users* (1968) by Mary Lee Bundy; and *The Universe of Knowledge* (1969) by Derek Langridge, have also been published by the School.

Since its inception, the School has had considerable concern with research and instruction relative to managerial and organizational problems. The Library Administrators Development Program is offered each summer and affords those in senior administrative positions in library and information service organizations an intensive two-week study opportunity with recognized authorities from such fields as management, public administration, and the behavioral and social science disciplines, as well as scholars from librarianship. An Institute on Middle Management in Librarianship concerned itself with the conceptual understanding of middle management roles and the development of approaches to improved performance at this level.

Traditionally, library schools have relied on libraries to encourage their sub-professional workers and interested users to enter the field. With increasing career opportunities, the School realized that recruitment must be widened in scope and in 1969, appointed a full-time staff member charged with this responsibility. As a member of the School's Ad Hoc Committee on Black Recruitment, the recruiter has made a special effort to interest blacks in identifying with the field of librarianship. The School, as expressed in the creation and support of this Ad Hoc Committee, realizes not only that a particular and sustained effort needs to be made to recruit from among those groups who have not traditionally associated with librarianship, but also that these groups must be represented in order to affect the choice of service priorities which the profession will make.

The School of Library and Information Services is now housed in the McKeldin Library, the main library of the University. In 1972, it expects to occupy an area of over 72,000 square feet in a building shared with a new

Dr. Lawrence K. Williams, Associate Professor of Industrial Psychology, New York School of Industrial and Labor Relations, Cornell University, speaks to a group at the 1969 Library Administrators Development Conference, an annual School-sponsored institute held at the Donaldson Brown Center in Port Deposit, Maryland.

undergraduate library. The School's library is growing at a rate of 5,000 volumes per year and contains a collection of over 22,000 volumes, as well as a substantial number of pamphlets and reports in relevant areas of the information sciences. Substantial funds have been made available to the library for the purchase of a considerable microform collection and for the development of a journal collection, which now has holdings in over 900 current titles. This library will occupy most of the second floor in the new School quarters. Other major features in the forthcoming facility will be a data processing laboratory; a classification laboratory; a case study area capable of seating 160; an audio-visual aids complex for group study and production, reprography and dark rooms; and office space for roughly 80 faculty, graduate assistants and doctoral students, in addition to space for supportive staff.

There are at the University of Maryland certain advantages in the size of its academic offerings and resources which bear directly on the strength of the School's academic and research program. For instance, students and faculty have access to the talents at the Computer Science Center, through a formal agreement to share the time of two of its professional staff, and to its highly sophisticated equipment; to a University book collection of over 1,000,000 volumes; and to courses more specialized than those offered at the School in such departments as Computer Science, Mathematics, Philosophy, Business and Public Administration. At present, a remote terminal is being phased in, thus giving students and faculty the opportunity to have time on the University's computer facility on a shared basis.

The School is also fortunate in its geographical location, as the greater Washington metropolitan area contains the world's highest concentration of information science and library resources. The School's population has the opportunity to observe the operations and draw on the resources of the three major national libraries, the National Library of Medicine, the Library of Congress, and the National Agricultural Library. The last of these is currently being used as a laboratory by the School in a course on the analysis of library operations and the use of quantitative data. The School also calls on the resources of government agencies and independent research and consulting organizations with which the School maintains close ties. Its location, immediately northeast of the District of Columbia, permits it to invite those involved in area library and information science organizations to participate in informal meetings, colloquia, and classes. Moreover, the frequent presence of visiting experts in the area offers opportunities for contact between notable figures in the library and information world and the students and faculty of the School.

The literature of librarianship is filled with the rhetoric derived from gloomy observations which, after an appraisal of the expanding requirements for information and the response of the profession, must in all fairness be made. Perhaps they are exaggerated by a new type of librarian, replacing the old breed, a person dedicated to service and devoted to the idea that the means of expanding an individual's knowledge and perception lies in reading. The new activist types of highly motivated, practical, articulate librarians, whose eyes are on the horizon, whose loyalties are to their profession and not to its institutionalization, who demand to be absorbed into the mainstream of society, and who are prepared to move without regret from one setting to another as their commitment dictates, these are the people who are expanding the sense of profession and, in the process, the spectrum of intellectual concern and intelligent uncertainty. And, hopefully, the School of Library and Information Services at the University of Maryland can, through its students and faculty, help shape the evolving profession of librarianship. What are the alternatives?

DOCTOR OF PHILOSOPHY IN LIBRARY SCIENCE

A program for the degree of Doctor of Philosophy in Library Science, to be offered jointly by North Texas State University and Texas Woman's University, will begin in the fall of 1970. It has as its main objectives the preparation of teachers of library science, administrators of large libraries or library systems, or research workers.

The program is unique in that the student enters the program in the University of his choice and receives the degree from that school (except that male students are accepted only at North Texas State University). The strengths of both Universities in library science and other subject areas are available to all students, and the library science faculties of the two Universities serve as a single unit for doctoral-level instruction. Students may receive residence credit by attending classes on either campus.

Each student's program of study is planned to fit his individual needs, interests and objectives, and the plan of study will be designed to insure advanced competence in major areas of librarianship and in information science as applicable to librarianship. It will also include work outside the area of library science.

BOOK REVIEW

Cleaning & Preserving Bindings & Related Materials

by Carolyn Horton
(Second Edition, Revised 1969)

Books are the packages or containers for information. As such, they are consumable. Library bookbinders seek to prolong the useful life of volumes that ultimately will be expended or replaced. They seek to maintain the useful life of the volume by replacing the package. Keepers of rare books seek to preserve not only the content but the container, so as to pass them on to posterity in the best possible condition.

But all libraries seek to maintain materials for reader usability, and the problem, as Mrs. Horton points out, involves determining whether simple repairs are indicated or something more fundamental is required.

Her book describes a way of setting up a project for the reconditioning of a large library of books of permanent value, but the material and methods may be adapted to the preservation of a small library. Her treatment of the subject is simple, basic, and comprehensive enough to cover most problems encountered without the use of highly skilled specialists.

She divides her subject into three areas: The first section has suggestions for setting up a suitable work area, instructions for the removal of the books from their shelves and a discussion of the initial cleaning and examination of the book. The second part covers the sorting of books into various treatment categories and identifies conditions needing treatment. The third section describes the treatment that each identified problem should receive.

The format of her volume is to be commended. The type is clear, the illustrations by Aldren A. Watson profuse and very easy to follow. Mr. Watson's explicit drawings contribute immeasurably to the usefulness of the volume. The Appendices are very valuable. One has a work flow diagram, another details supplies and equipment and their sources. A test report summary, glossary and selected bibliography are included.

Mrs. Horton, Mr. Watson and Mr. Greer Allen, Director of the Printing Department, University of Chicago (who designed and supervised the production of the volume) are to be complimented for a physically fine appearing book.

This is the type of volume that every library should have, not only to be available for reader use but also for its own preservation activities. Its bibliography lists 44 works (compared to George D. M. Cunha's *Conservation of Library Materials,* Scarecrow Press 1967, one of the most comprehensive works on the subject, which has a "Selected Bibliography" which covers about 150 pages and lists probably 2,000 references—I did not count them). The works cited by Mrs. Horton include those authorities which most libraries would have occasion to use, are carefully selected for their comprehensive coverage of the material which her book treats and are not intended to blanket the entire field of conservation; hence, it will be of maximum use to those libraries which need such references in their own library operations or for the use of their patrons.—*Dudley A. Weiss, Executive Director and General Counsel, Library Binding Institute.*

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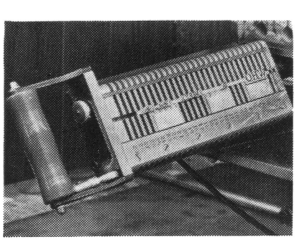

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LIBRARY LEARNING CENTERS USE NEW COMMUNICATIONS TECHNIQUES TO STIMULATE STUDENTS' INTEREST

The Library/Learning Center—Elk Grove Township

By MAY MAUN, *Media Coordinator*

Independence came for the colonists in the United States almost two hundred years ago, but independence for the students at Dempster Junior High School, Elk Grove Township, Illinois, didn't come until this year. Freedom for these youngsters came in the form of freedom to engage in independent study in the individualized instruction center. This center is not a physical space to be occupied by "X" number of students. It is a concept, an attitude, a way of determining ways and means of helping individual students learn.

This concept of learning did not spring full-grown. It developed from a number of bases. One is that youngsters learn more effectively when instruction is tailored to their needs. Attempts to individualize instruction had previously centered around individualization within the regular classroom after school. Teachers had been handicapped in their efforts, however, because of limitations of time, space, materials, special equipment, and teaching aids.

Secondly, the administration and some of the staff members firmly believe in the ability of children to

The Library/Learning Center—Skokie District 68

By TOM BUCHTA,

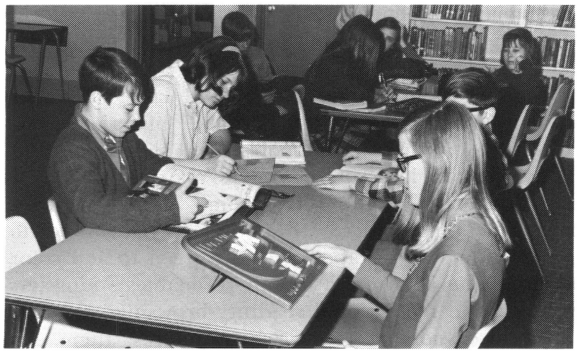
Coordinator of Instructional Materials

How does a dream become a reality? Enthusiasm—dedication—vision—cooperation—the opportunity to be creative—all of these qualities have been considered necessary ingredients for the achievement of goals. Why does it happen in District 68?

The community wants an outstanding library materials program for their children. The Board of Education, the Administrative Staff, and the Faculty, under the creative leadership of a dynamic Superintendent, move to implement the desire. They are compelled, as well, by their own philosophy of quality education. In this climate of receptivity and acceptance the District instructional materials program moved forward in the phases planned.

District 68, at a very rapid pace, has been developing Library-Learning Centers in all of its schools, and in February of 1967 a bond referendum was approved, authorizing the construction of new Library-Learning Centers. With this enthusiastic support by the community, the District began to plan new Library-Learning Center facilities for all of its

The two boys in the Learning Center-Library are playing CLAPPER—a game which tests their ability to use basic math skills.



While some children are reading books and periodicals, the girl in the foreground is playing DR. NIM—a game in which she attempts to "beat" the small computer.

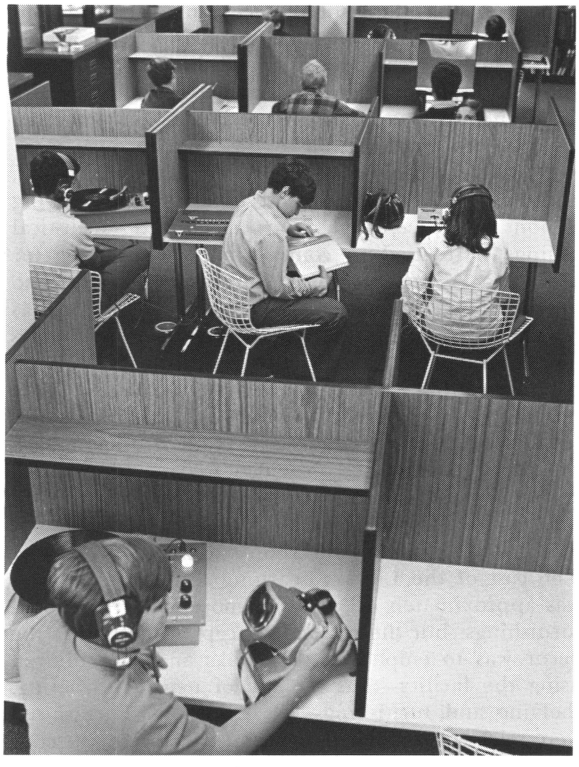
participate wisely in the design of their own educational programs. Guidance is provided through conferences with classroom teachers, the center director, and a resource person of the youngster's own choosing. (This last person could be a teacher in a different department or grade level, a para-professional or volunteer with a special talent, or another student who holds the same interest.)

A third factor is the reality of the knowledge explosion. There are already more "facts" than any single person could possibly absorb in a lifetime. By the time these young people are adults, information will have increased a thousand-fold, and many of the "facts" will have become myths. Therefore, to truly be of service to this generation is to teach its members to learn for themselves, to provide the tools with which they can search for knowledge for years to come.

Finally, many scholars predict that this younger generation will have more hours of leisure than hours of job employment. If they are to be perceptive, alert, responsive adults, they must be stimulated to search for rewarding experiences in the arts, literature, science, etc.

With these thoughts to build on, the Dempster Learning Center staff defined three broad areas in which the individualized instruction center would operate. It would serve students who need some form of remedial instruction; students who wish to engage in a specially designed program in order to pursue a special interest; and very capable students who can spend time profitably in self-motivated, independent research rather than full time in the classroom.

Once the plan was established, physical preparations were made to implement it. The library facility was large and divided into several areas; however,



Absorbed in individual study in the Carrel Section of Old Orchard Junior High's Library-Learning Center, students survey instructional materials, including films and records, at their own speed and inclination.

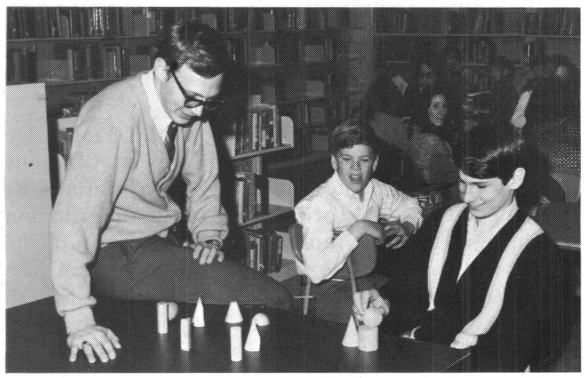
schools, the first being located at the Old Orchard Junior High School.

In planning this new facility, it was felt that one of the major concerns was to rid the new Library-Learning Center and its program of the traditional image the library has had for so long. In the past, and even today, the atmosphere of many libraries resembles a sedate monastery with catacomb type storage of knowledge which is difficult to unlock. It has been a long haul for libraries to unchain their stored information and to attract more than the scholarly few. The library of old was not directed to the masses, and it may take some time for all people to realize what a contemporary library has to offer. Most school libraries are simply transformed classrooms which can be returned to their original state at anytime. Usually they still resemble a classroom and are furnished in uncomfortable, uninviting and spiritless furniture.

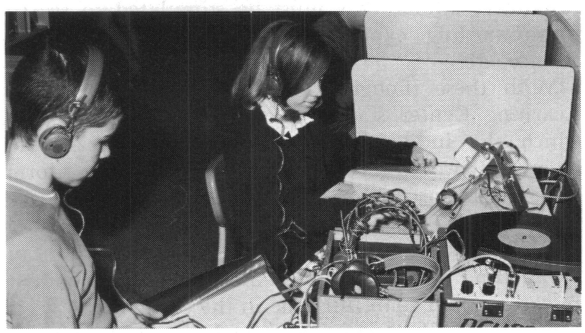
These libraries do not allow freedom to fulfill the student's needs, such as individual study, leisure reading, and group work. Their structure, with no talking, must use library materials on premise, and restricted use of materials discourages all but the most stalwart. This problem was recognized at the American Library Conference in Atlantic City last year when students presented their views on libraries.

District 68 realized that school library facilities and programs were primarily adult ideals rather than what is actually suitable for students. To change this, the first step was to plan and furnish a facility which would be attractively inviting and exciting to

some alterations had to be made. Since the director's office was unnecessarily large, it was reduced in size to create a room for individualized instruction of small groups, as well as a small lounge area in which students could relax as they read or browsed through periodicals.



The Learning Center teacher and a student make a comparison of wooden geometric shapes.



Two students use a sound filmstrip.

The large central part of the library had a high ceiling, row upon row of dreary shelves, and "Thou shalt not talk" rules. In such an atmosphere there was little that was conducive to the type of learning the staff advocated. Nothing could be done to alter the architecture, but much was done to lighten the atmosphere. Tiers of wooden shelving were replaced with pastel blue metal units. Mesh backs on the shelves seemed to enlarge the area and to make it more open in feeling. Handsome, low elevations were installed to house all the bound reference materials, while pamphlets and various other non-book items were made readily accessible in well-organized units. This became the room in which students could explore such areas as topology or probability in mathematics; General MacArthur's role in World War II; the history, both past and present, of the generation gap.

Another room, once used to hold large classes of students working in programmed materials, was converted into a reading room. Here the fiction and biography are housed on shelves matching those in the reference area. The room is carpeted in complementary shades of blue and green with white lounge chairs and drapes of a soft green to add color accents. The informal atmosphere enables youngsters to engage in recreational reading, browsing, and low-toned discussioss of topics which interest them. An ever-changing display of new materials to stimulate their thoughts and beautiful art reproductions line the walls.

With the assistance of Head Librarian, Mrs. Mary Monsen, Old Orchard Junior High student, Kenneth Schwartz, finds the information he is seeking on one of the Learning Center's microfilm readers.

students so that they would elect to use the library on their own, and be proud of it.

The facility was thus planned in such a way to allow for different types of activities to take place simultaneously, as science experiments, leisure reading, typing, viewing, listening and group work without disturbing each other. Small group rooms, typing rooms, lab areas, and listening and viewing stations were created. Carpeting and acoustical ceilings were used to control sound as well as for aesthetics. A variety of furnishings were selected to provide for the varied needs of students, such as reference tables for research type work, round tables for general library use, lounge seating for leisure reading, conference tables for group work, and study carrels for independent viewing and listening. It was felt that whatever interest a student might have should, if possible, be provided for in the new Library-Learning Center.

Of course, economics was a factor, but it was found that good planning and coordination was the key. The cost of the Library-Learning Center furnishings was approximately $35,000, no more than traditional furnishings; but the general concept in designing the decor was to emphasize the books and the children using the facility—thus the use of neutral carpeting, shelving and furnishings was employed. Furnishings were selected for their design and decorative aspect as well as the quality of materials and construction.

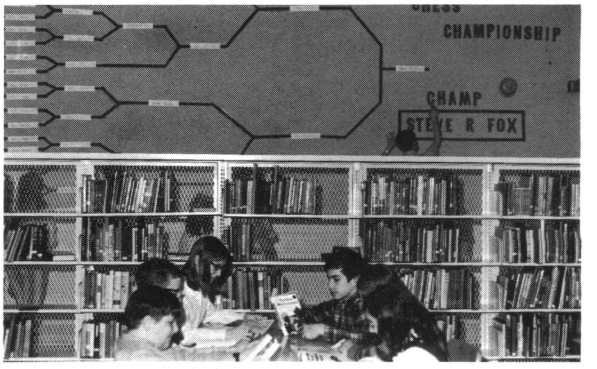
The Junior High Library-Learning Center was completed for September, 1969, with approximately 10,000 square feet of space, and allowed for seating 20% of the student body, which numbers about 1400.

Two smaller rooms complete the complex. In these, students can work in small groups or individually, with one of the adults on the staff. Activities may take the form of remedial work, an introduction to a new skill, a game, composing a school newspaper, or listening to tapes.

Meeting the needs and desires of individual students requires many resources. Some new programmed materials were added; many games, records, filmstrips, manipulative devices, globes, and models were purchased; the periodical collection was enlarged to include *Ebony, Holiday, Hot Rod, Sports Illustrated,* and many other special interest magazines. Hundreds of titles were added to the bookshelves.

The essential ingredient in any recipe for learning is the staff. In Dempster's individualized instruction center, there are six adults, all of whom are intensely interested in helping children. Heading the staff is the director, Robert Meixner. He is assisted by two para-professionals and three aides. This permanent staff is further augumented by classroom teachers who often come to confer with both the children and the director. With this wealth of human resources, children seldom have to wait for sympathetic adult counsel and guidance.

The individualized instruction center at Dempster is a climate, an atmosphere, an attitude. The staff is genuinely concerned with individuals—constantly trying to provide personal guidance, tailoring programs to the talents and interests of each child, encouraging each one to pursue his own goals. There is an air of excitement (which is not to be confused with aimless commotion). The children are free to explore, to improve, to grow. It is hoped that the paths of independent study will lead to the roads of independent, intellectual freedom.



The Chess tournament schedule is posted on a large bulletin board.

Study prints are part of the Learning Center-Library.

Additional equipment and materials were and are being selected for the Center. The collection consists of books, magazines, pamphlets, pictures, microfilm, filmstrips, concept films, tapes, records, cassettes, transparencies, and other individualized learning media. The finished product is probably one of the most inviting elementary school libraries in the nation.

Proof of this is demonstrated by the eagerness of both faculty and students to avail themselves of the opportunity to come as often as they can. The attractive, yet functional, furnishings, the color scheme, lighting and carpeting, plus a staff that is enthusiastic and eager to be of service, add up to making the center one of the busiest, most exciting areas in an exceptionally attractive school.

The Library-Learning Center was designed with freedom in mind—freedom to learn and work at one's own rate of speed—freedom to move about from one area to another without feeling boxed in or confined. The elimination of passes enabled students to come on a more flexible basis and allowed the library staff more time to aid students in finding materials. The A-V materials and equipment are housed on the first floor of the center and the card catalog is on the second floor. Students move freely from one area to another as they find and use the media that they need. This is good for children of this age level, as they really need the opportunity to move around and explore. The lounge furniture, located in the fiction area of the Library-Learning Center, is conducive to relaxed reading. The same type furniture, located in the magazine and newspaper area, is always in use.

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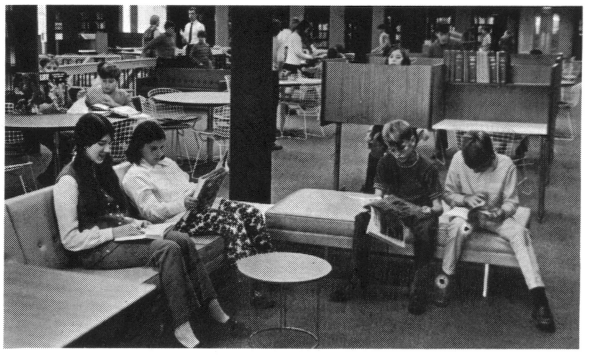
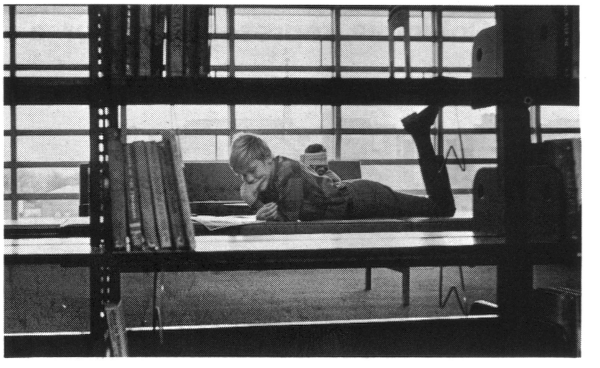


Aquainting themselves with the new library center opened in Old Orchard Junior High School in September 1969 are students of District 68.



Another District 68 student relaxes on one of the upholstered benches in Old Orchard Junior High's new Library-Learning Center.

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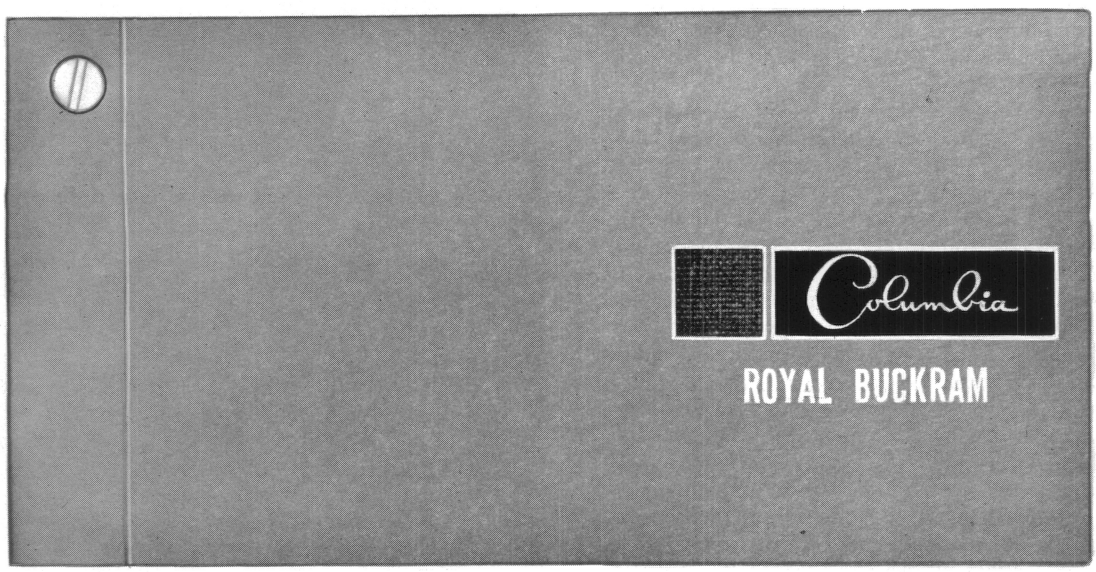

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Bound To Stay Bound Books, are known and used in schools and libraries everywhere. Half a century of effort and toil by the founder, Lawrence D. Sibert, has made it that way.

Certainly he had visions of better things to come when he launched his fledgling company on January 20, 1920. Today it is the most modern bookbindery complex in the world.

Prior to forming his own business, Sibert had twelve years experience in the bookbinding field, beginning as an employee of Ward Brothers Bindery in 1908. From his first day on the job he had an intense interest in library binding. In April of 1913, Lawrence Sibert married Jessie Duncan, also an employee of Ward Brothers. A son, Robert F. Sibert, was born in 1915.

During WWI leather became very scarce and expensive. In fact, it became necessary to develop other materials and new library binding techniques. Most important was a new way of attaching oversewed books to their covers which was developed by Lawrence Sibert.

In 1920, Lawrence Sibert and William Suhy founded New Method Book Bindery. Sibert was the binder and Suhy the salesman.

The bindery operation was located in a second-story room on South Main Street which formerly housed Degan's Dance Hall. The room still exists above the Flamingo Beauty School.

Sibert had a maze of hand machines and a staff consisting of one man and a girl.

The original New Method Book Bindery, Inc. building at 201 South Kosciusko as it appeared in 1923. Several additions were constructed before moving to West Morton Road in 1959.

Lawrence D. Sibert

Books at the New Method Bindery on South Main were taken to and from the second floor with a derrick, similar to those used by farmers in hoisting hay into barnlofts. In lowering a large box of books into a dray wagon, a chain broke and a large wooden box of books belonging to the Des Moines Public Library fell into the wagon. The wooden box shattered into pieces and books scattered all over the alley. The slogan "Bound to Stay Bound," became a trademark. Only one corner of one book suffered any damage. This chance, accidental event is now a priceless heritage and symbol of quality for librarians throughout the world.

From the company's inception, Sibert decided that quality work would be the first consideration and that all relations with customers, employees and suppliers would be based on the Golden Rule.

In 1924 the company started buying new books and binding them in strong library bindings. They were sold to public and school libraries. In 1929, additional floor space was needed and a three-story addition was built on the front of the building at 201 South Kosciusko.

The rebinding and prebinding business expanded considerably during the next two years and in 1930 the property adjoining their plant was purchased and a two-story addition constructed.

In 1934 William T. Suhy retired and Robert F. Sibert started working during the summer months. After leaving college he became an officer in the corporation and active in the management with his father.

Robert F. Sibert took his heritage to heart and married Jessica Boatner, a librarian from Vermillion Parish Library in Abbeville, La. The Siberts have three daughters and a son.

Robert is currently president of the firm whose name changed from New Method Book Bindery, Inc., to Bound to Stay Bound Books, Inc., effective January 1, 1970.

A spokesman of the firm said the telephone receptionist has tried several methods of answering the phone and has decided on "New Method Bound To Stay Bound." She has had several people hang up or call a second time thinking they had dialed the wrong number.

Lawrence Sibert has made it clear that the only change at the firm was in the name. "All of the same people and the same service for our customers will continue," he stated.

Lawrence D. Sibert continues his active interest in the business as Chairman of the Board.

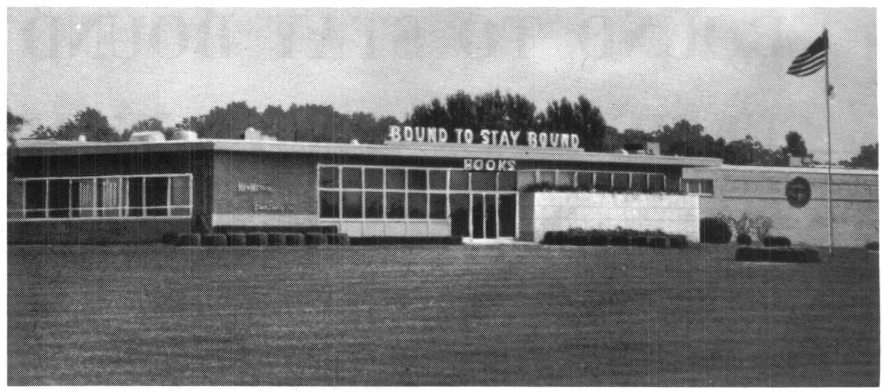
Robert F. Sibert

Early library binding was mainly a hand operated procedure.

In 1953 the business separated into two operations. The rebinding portion of New Method and two other binderies consolidated operations into one plant located on East Vandalia, and is now known as Hertzberg-New Method, Inc. The prebinding business continued at a rapid pace on South Kosciusko, and Jacksonville became known as the Library Binding Capitol of the World.

By 1958 New Method was rapidly outgrowing its quarters on Kosciusko and the move to the location at Massey Lane and West Morton Road was accomplished with great fanfare in December of the following year. Since that time, three additions have increased the space to accommodate more than a million volumes in the stock rooms and nearly twice the manufacturing area—all for prebound books destined to be read by students from kindergarten through grade 12. Two hundred and ten men and women work daily at the Bound To Stay Bound Books, Inc. plant.

Today girls on roller skates speed the filling of orders from an inventory of over 1 million books.



All manufacturing and warehouse facilities are located in the Bound To Stay Bound Books, Inc. plant in Jacksonville, Illinois. The facilities have been enlarged three times since it was first occupied in 1959.

The importance of education, books and libraries has moved into "center-stage" during the past few years. Greater use of libraries from the elementary school level on up has boosted the need for prebound books.

Elementary libraries in the public schools of Jacksonville were once confined to a book case or two in the principal's office. Today, the library or resource center is an integral part of the physical plant and the academic process. Standards governing accreditation of public and private schools require adequate space and a minimum number of volumes per student.

Bound To Stay Bound books, because of their proven value in library circulation requirements, will likely keep pace with tomorrow's requirements.

Lawrence Sibert may or may not have envisioned today's needs 50 years ago. However, the firm he molded from the second-story loft to the multimillion dollar enterprise of this era is ready to accept the challenge of the future, just as it has for the past half century.

A NEW SCHOOL OF LIBRARY SCIENCE FOR THE SOUTHWEST

By DONALD C. DICKINSON, *Director*

School of Library Science, The University of Arizona

In order to establish a graduate school of library science, an institution must be willing to make a positive commitment, first with planning time and then with financial support. The University of Arizona has been planning a graduate School of Library Science for over five years; specifically from the time of the submission of a draft proposal by Dr. Rudolph Gjelness, then Director of Special Collections at the University Library, and formerly Dean of the School of Library Science at the University of Michigan. From the very beginning, the proposed graduate curriculum in library science was structured as a logical extension of the undergraduate program in school library science, developed in the College of Education under the direction of Mrs. Elinor Saltus. In July, 1968, on the recommendation of President Richard Harvill, the State Board of Regents approved a Master of Library Science degree for the University of Arizona. Thus, one of the chief recommendations of the *Arizona Library Survey* (1968) was given immediate support.

One of the most difficult and intriguing aspects of any new venture is the necessity to work with a variety of complex problems all at once. Faculty must be recruited, materials gathered for the library science collection, curriculum written, and public relations carried on at both the local and national level. With a small staff it is difficult to give all of these "needs" the attention they deserve. Fortunately, the director has a light teaching load which has enabled him to devote the majority of his time to the administration of the new school.

In September, 1969, two student-faculty committees were formed to plan a program that would give the school a basis for operation. Commit-

tee members studied the catalogs of other schools, examined the materials available from the Office of Library Education, and conferred with members of the University Graduate College, the College of Education and the University Library. The joint proposal of the Library Science committees has now been approved by the Graduate Council and only awaits formal approval by the Faculty Senate. New courses which will be introduced in the next issue of the University Catalog include: Literature of Science, Literature of Social Science, Literature of the Humanities, Latin-American Bibliography, Advanced Cataloging, History of Books and Printing, and Administration of the Academic Library. Seven additional courses focusing on the public library and automation will be proposed for approval in the fall. Future planning indicates expanded course offerings in the areas of Latin-America, music bibliography and library work with minority groups. Courses may also be developed in connection with the new Medical College. In any case, the School of Library Science at the University of Arizona will offer formal preparation for students wishing to study public, school, academic and special librarianship. A multi-purpose program of this type is particularly important because of the heretofore limited opportunities for graduate library study in the Southwest.

It has been particularly encouraging, and somewhat unexpected, to receive the flood of inquiries that have come from prospective students wishing to attend the new School of Library Science at Tucson. Although it is still too early to tell, all indications point to a highly qualified and cosmopolitan student group. No doubt the "lure of the Southwest" will have a stimulating effect on recruitment, as will the crowded conditions in established library schools elsewhere.

Students who have entered the school have been advised of the risks involved in a program that is new and has not, as yet, met the accreditation test of the American Library Association. Many problems remain to be solved: scholarships and grants must be secured, placement needs met and, perhaps most important, students must be given a sense of belonging and purpose in the developing program. With this in mind, interest in the school continues to rise. (The current class in Advanced Reference now numbers twenty-five, compared to an enrollment of one during the fall semester.)

The University of Arizona is determined to build an imaginative library program, one not molded entirely on the examples of the past, but patterned on the needs of the future. It is our goal that students and faculty will work together in a project that will serve the library needs of the Southwest and the nation.

D. C. Dickinson, Director of the School of Library Science at the University of Arizona, and Mrs. Grace Stevenson, former Deputy Executive Director of the American Library Association, talking after a seminar presented by Mrs. Stevenson.

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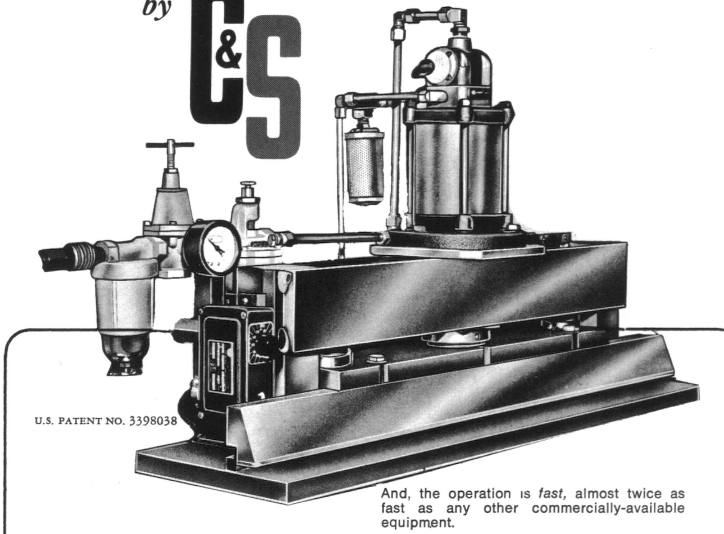

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TYPES OF LIBRARY DEGREES: AN ATTITUDE SURVEY

By LESLIE R. MORRIS, *Associate Director for Technical Services at Fredonia State College*

Most academic libraries are willing to hire graduates who have non-accredited master's degrees is a fact that was discovered in a survey designed to measure the employment policies of a representative sample of college and university libraries.

The schools were chosen from a complete list with the aid of a table of random numbers to eliminate any bias from the selection. The schools were, however, limited to the New England and Middle Atlantic regions. One hundred forms were sent to head librarians and sixty-five responses were received before the cut-off date. A high rate of return was achieved by limiting the information requested and by limiting the answers to yes and no.

The cover letter, accompanying the survey, explained that there are three kinds of library degrees: 1. A Master of Library Science accredited by the American Library Association given by a college or university accredited by the regional accrediting organization, i.e. Middle States. 2. A Master of Library Science not accredited by the American Library Association but given by a college or university that is accredited by its regional accrediting association. 3. A Bachelor of Library Science granted since 1955. The A.L.A. recognizes no undergraduate degrees granted since 1955. The survey then asked the head librarians to show which of the different kinds of candidates they would hire.

Fifty-seven per cent of the respondents indicated that they would hire a librarian with a Master's in Library Science that the American Library Association had *not* accredited. Forty-one per cent would hire a candidate with a Bachelor of Library Science. When asked if they would hire a librarian with five years experience, 63 per cent would hire a candidate with a Bachelor of Library Science and 72 per cent would hire a candidate with a non-accredited Master in Library Science. Sixty-five per cent responded that they would pay a non-accredited Master in Library Science the same as an accredited Master in Library Science.

The respondents were asked to check a list of positions that they would hire candidates with a Bachelor of Library Science to fill. The survey stated that they were to presume that appropriate experience and all other qualifications were acceptable. Fifty-six per cent would hire them as a cataloger but only 19 per cent would hire them as a head cataloger. Fifty-four per cent would hire them as an acquisitions librarian but only 25 per cent as head of acquisitions. Perhaps pointing up the relative supply of different types of librarians, only 46 per cent would hire a Bachelor of Library Science as a reference librarian and 16 per cent would hire them as head of reference. Nineteen per cent would hire a Bachelor of Library Science as head of technical services. The survey did not ask about the position of head librarian, because in academic libraries this position is normally filled by the dean or president of the college.

The percentage of head librarians that would hire a non-accredited Master in Library Science rises appreciably as compared to the Bachelor of Library Science. Seventy-one per cent would hire a cataloger from this group and 48 per cent a head cataloger. Seventy-one per cent would hire an acquisitions librarian and 47 per cent a head of acquisitions. Forty-four per cent would hire a non-accredited master's as head of technical services. Seventy-one per cent would hire a reference librarian and 42 per cent as head of reference. Notice that the 71 per cent figure is repeated three times. It is indicative of the steadiness of the responses.

The responses were divided by the size of the school. Schools with less than 1,000 students (small) were somewhat less likely to hire a candidate with a Bachelor of Library Science or a non-accredited Master in Library Science than were schools with 1,000 to 3,000 students (medium-sized). Schools with more than 3,000 students (large) were the most exclusive. Perhaps they can afford to be. Thirty-nine per cent of the small schools would pay a non-accredited Master in Library Science the same as an accredited Master of Library Science but 81 per cent of the middle sized schools, and 72 per cent of the large schools would pay the same. The small schools will go to great lengths to save a dollar. Sixty-seven per cent of the small schools, 52 per cent of the medium sized schools, and 31 per cent of the large schools would hire a candidate with a Bachelor of Library Science. Sixty-five per cent of the small schools, 72 per cent of the medium sized schools, and 45 per cent of the large schools would hire a beginning candidate with a non-accredited Master in Library Science. When the candidates had five years of experience, the favorable responses rose. Seventy-four per cent of the small schools, 68 per cent of the medium sized schools, and 39 per cent of the large schools would hire an experienced Bachelor of Library Science. Seventy-four per cent, 79 per cent, and 60 per cent are the positive responses for the small, medium, and large schools who are willing to hire an experienced candidate with a non-accredited Master in Library Science.

The responses were further divided by region. New England head librarians would hire a non-accredited Master in Library Science or a Bachelor of Library Science far sooner than a Middle Atlantic head librarian, but he would pay him less. Middle Atlantic consists of the New York, Pennsylvania, New Jersey, Delaware, Maryland, and the District of Columbia. In the New England states 70 per cent would hire a Bachelor of Library Science, 76 per cent a non-accredited Master in Library Science, 78 per cent an experienced Bachelor of Library Science, and 79 per cent an experienced non-accredited Master in Library Science. In the Middle Atlantic states 44 per cent would hire a Bachelor of Library Science, 58 per cent a non-accredited Master in Library Science, 57 per cent an experienced Bachelor of Library Science, and 67 per cent an experienced non-accredited Master in Library Science.

Sixty-three per cent of the New England librarians as opposed to 67 per cent of the Middle Atlantic librarians would pay a candidate with a non-accredited Master in Library Science the same as an accredited candidate.

The responding schools were divided by quality, using Jack Gourman's, *The Gourman Report*. (Phoenix, Continuing Education Institute, 1967). Although a convenient tool, the book has had some rather brutal reviews which some readers may wish to scan before using the following data.

In his book, Gourman rates virtually all of the American colleges and universities on a scale from 1 to 800. For this survey the schools with Gourman scores below 400 (low) and those with Gourman scores above 400 (high) were divided. The higher ranked schools seemed more willing to hire people who have non-accredited master's and bachelor's than were the lower ranking schools. Perhaps the higher ranked schools have more confidence in their ability to choose librarians, regardless of their degrees, than do the lower ranked schools. Only 32 per cent of the schools with a low Gourman score would hire a candidate with a Bachelor of Library Science, but 63 per cent of the schools with a high Gourman score would. Fifty-two per cent of the schools with a low Gourman score would hire a candidate with a non-accredited Master in Library Science, but 67 per cent of the schools with a high Gourman score would. Seventy-seven per cent of the high Gourman score schools would pay a non-accredited Master in Library Science the same as an accredited Master in Library Science, but only 61 per cent of the low Gourman scores would.

The responses were also divided into public and private schools. No appreciable difference was evident.

Following are a group of responses to the comments section of the questionnaire. They are greatly skewed in the favor of non-accredited masters. This was the actual percentage from the replies. Perhaps the people who hire librarians with non-accredited masters' feel more of a need to justify their hiring policies.

1. . . . The willingness, adaptability, and cooperativeness are more important than whether the degree is accredited or not.
2. Work experience and inate qualifications are of more importance than academic degrees.
3. . . . Depends entirely on the person's intelligence, experience, personality, and ability.
4. Librarians are scarce and experience counts.
5. Although Southern Connecticut State College is fully approved by the state of Connecticut and other agencies, the library school is not. This is a ridiculous situation.
6. I have had two people from library schools not accredited who were top-notch.
7. I have taught in A.L.A. accredited schools and in the 'others'—I *know* that some of the students in the 'others' make great librarians.
8. It would depend on the person's qualifications.
9. We have several on our staff with degrees from non-accredited schools —their work has been excellent.
10. We are fully committed to the accredited professional and would rather 'make do' with clerks before dipping into the barrel of the mediocre.

Complete data and a copy of the survey is available from the author.

Conclusions: Most academic libraries are willing to hire graduates who have non-accredited master's degrees. Many are willing to hire librarians who have bachelor's degrees. Librarians who have not hired these people for fear of what their col-

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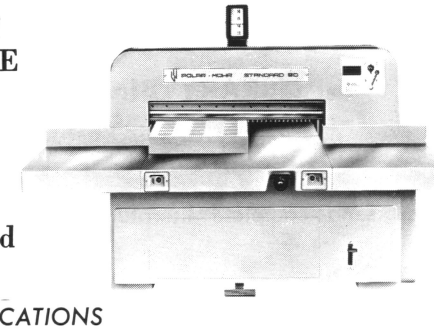

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leagues will think, may be sure that their colleagues are hiring them already. Schools of library science on the undergraduate level and non-accredited library schools should pay attention to where their graduates are working. If the graduates are working in academic libraries, perhaps the training should differ from the current training?

Libraries need librarians. Librarians are going to hire someone to help tote those barges and lift those bales.

Buchta

Cont'd from page 25

Boys, especially, at this age, love to share hobby interests, so they enjoy exchanging ideas as they utilize the excellent variety of magazines available to them. The boys, too, are bigger newspaper readers than the girls, and the sports and business sections of the daily newspapers are always in demand. The reference section of the room is used by whole classes coming in for reference or reserve materials, and for parts of classes or individuals from classes or study halls who have specific assignments. The conference rooms have proved invaluable for group work. Group assignments are popular at the Junior High level, since this is an excellent way for students to learn to work and share with others.

As a result of the continual demand and support for a quality library program in District 68, by the staff, community and Board, the District has already reached or passed many of the standards set forth in the New Standards for School Media Programs. Other standards have almost been obtained, while still others are being strived for in the future. The District's interest for the future is to develop quality as well as quantity in its Library-Learning Center program. It is the District's desire to serve the students' complete needs.

BINDER'S BULLETIN BOARD

JESTER HONORED

On April 17, 1970, at the annual meeting of the New Mexico Library Association in Albuquerque, New Mexico, Mr. Bernard W. Jester of the New Mexico Bookbinders was presented a Nambe-ware plaque for his distinguished service to librarians.

Mr. Jester has cooperated with the Association by exhibiting at meetings, donating *New Mexico Magazines,* and contributing generously to the group's scholarship fund.

For a long number of years Mr. Jester has donated $300.00 to the Association for scholarship needs and this year he donated $400.00. He has further indicated that in future years the amount may increase in proportion to the rising costs of education in the Graduate Library Schools.

The librarians of New Mexico are grateful to Mr. Jester not only for his interest in good binding and the business community, but also for his concern with the problems facing libraries and the entire library education field.

GOLF, ANYONE?

It has been reported that the team of Marie Gross and Jay Crawford have defeated Chris Gross and Joe North in match play, making them the golf champions of L.B.I. Any challengers?

MOTTER ELECTED

Robert T. Motter, Jr., 45, President of Motter Bookbinding Company, has been elected a director of the Citizen's National Bank, Muskogee, Oklahoma. Motter, a native Muskogeean, is a graduate of Texas A & M College. He is a U. S. Army veteran and served in Korea. Motter is also a member of the Muskogee library committee and serves as a director of the local Chamber of Commerce.

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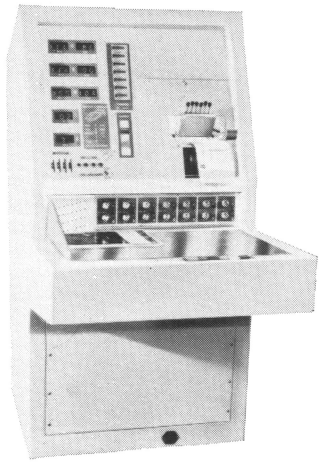

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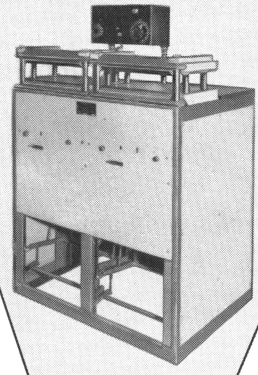

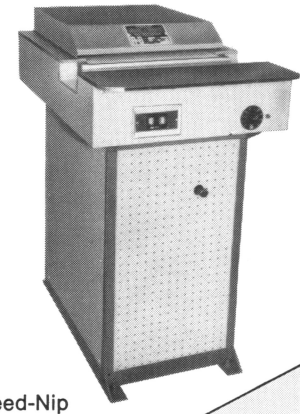

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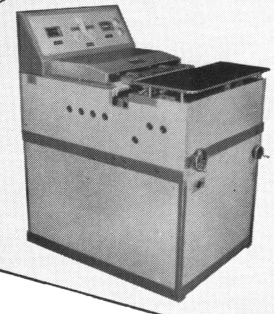

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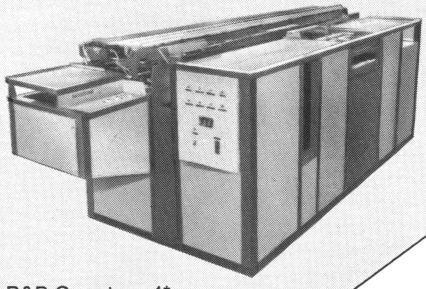

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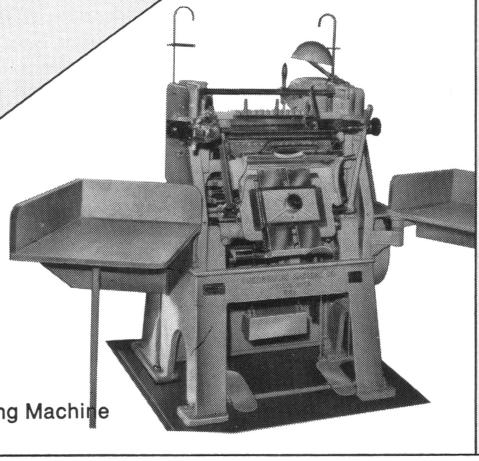

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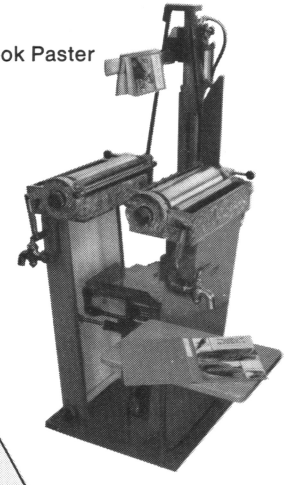

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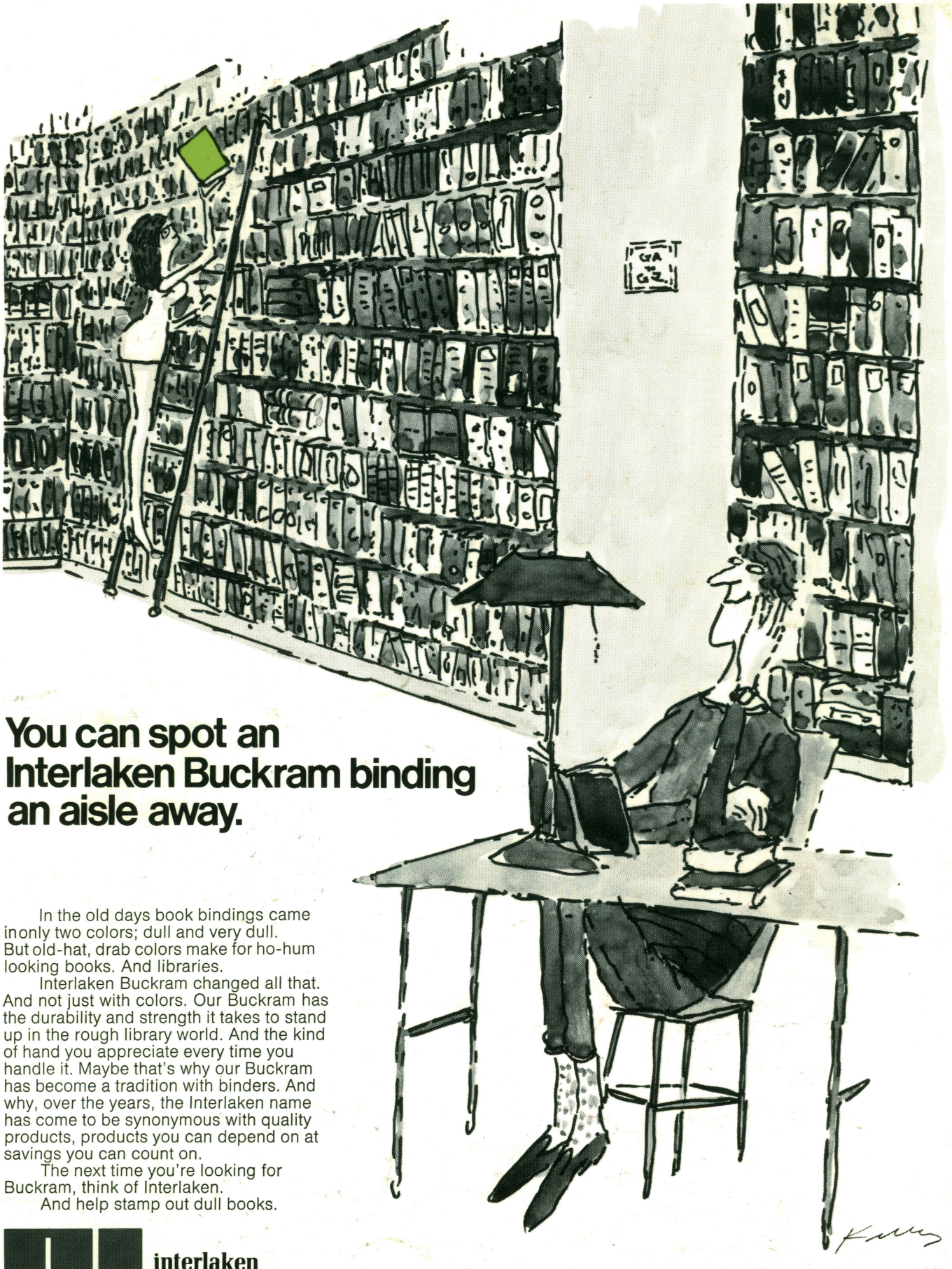

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In the old days book bindings came in only two colors; dull and very dull. But old-hat, drab colors make for ho-hum looking books. And libraries.

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